

**Monterey Peninsula College
Institutional Self Study Report
Standard IIIA: Human Resources**

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**Monterey Peninsula College
Institutional Self Study Report
Standard IIIA: Human Resources**

Human Resources: Employing Qualified Employees

STANDARD IIIA

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Section 1

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Section 1.a.

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with subject matter expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Description:

Monterey Peninsula College assures quality in its Human Resources functions first by hiring quality personnel, which is accomplished by following specific hiring policies and procedures. Second, that quality is maintained and encouraged through regular, systematic evaluations and the provision of ample opportunities for professional development and growth.

Hiring Practices

Selection processes for Monterey Peninsula College are clearly defined and followed. Processes for faculty [IIIA1.1] and administrative [IIIA1.2] hiring are included as appendices in board policy; the classified procedure is on file in Human Resources [IIIA1.3]. The various processes are described in detail below.

Faculty. In consultation with the division chair, dean, and department and/or division faculty, a committee is recommended to the Academic Senate, which forwards the faculty names to the Superintendent/President. The committee must include at least three faculty representatives and an administrative representative and must include at least one female and one ethnic minority. One of the faculty members serves as the chair (usually the division chair or designee) and one is named as the Equal Employment Opportunity representative by the Associate Dean of Human Resources, MPC's Equal Employment Officer (EEO). After the committee membership is approved by the Superintendent/President, the committee receives training on hiring procedures and equal employment opportunity laws and regulations. The committee creates the job announcement, following district guidelines. Job announcements for faculty include the following as a minimum requirement regarding the mission of the college:

Commitment to community college goals/objectives of providing quality programs and services for culturally, socio-economically, ethnically, and academically diverse students and students with disabilities; personal qualities to work effectively and with sensitivity in a multicultural environment; awareness of and commitment to the needs of non-traditional and/or re-entry students with diverse abilities and interests.

Required qualifications for academic and occupational preparation follow the published statewide minimum qualifications published by the Chancellor's Office of the California Community Colleges [IIIA1.4]. Position definitions in the job announcements include the ability to teach in the designated subject matter [IIIA1.5]. Job announcements further require carrying out collegial responsibilities such as participating in shared governance committees, student recruitment and retention, and campus life activities. After approval of the job announcement and timeline by the Vice President of Academic Affairs and the Superintendent/President, the job is posted for two months in order to complete a thorough search. At a minimum, vacancies are advertised nationwide in *The Chronicle of Higher Education* and in the local newspapers, are posted on the California Community Colleges Registry and the MPC website. Advertisements in discipline specific publications are also utilized. For example, the listing for an English/Creative Writing vacancy was posted on websites for the Modern Language Association (<http://www.mla.org>), the National Council of Teachers of English (<http://www.ncte.org>) and Poets & Writers Inc. (<http://www.pw.org/>). After the close of the application period, applications are screened for minimum qualifications by the chair of the search committee and the EEO representative. The equivalency committee evaluates applicants who do not meet state mandated minimum qualifications and determines if those applicants possess minimum qualifications. The entire committee then evaluates and

ranks the applicants who meet minimum qualifications or the equivalent using agreed on criteria, based on the job announcement. The committee compares rankings and identifies the top candidates. Human Resources invites the selected applicants to interviews. The committee designs interview questions and a teaching demonstration or other applicable indicator of job performance. The interviews are conducted and the applicants ranked by each committee member.

At the completion of the interviews, committee members compare their ratings and discuss the candidates, ultimately deciding on which candidates to send forward to the appropriate vice president and the Superintendent/President. The finalists meet individually with the vice president and Superintendent/President. The Superintendent/President and vice president, after considering the applications, their interviews and the committee's recommendations, meet with the committee or at least the chair and the EEO representative of the committee to discuss each candidate and share their evaluations, and inform the committee of their decision on who will be offered the position following reference checks. Reference checks are then made. If the reference checks are positive, the offer is made to the candidate. If not positive, or if the first choice candidate declines the offer, a decision is made by the Superintendent/President with the committee about whether to offer the position to one of the other top candidates. If no acceptable candidate accepts the position, another search will be conducted.

New employees are required to have a fingerprint clearance, and submit official transcripts. Human Resources verifies previous employment for salary placement.

Academic Administrators. For academic administrators, screening committees are composed of at least six persons, including the responsible administrator, a full-time academic staff member familiar with the position requirements, and an Academic Senate representative. There must be at least one ethnic minority and one female faculty member in the committee composition. The responsible administrator serves as the committee chairperson. Each committee also has a designated Equal Employment Opportunity representative. Hiring committees are trained by Human Resources on the principles of Equal Employment Opportunity and hiring procedures. The position announcement, containing the job description, is developed by the committee chair with consensus by the committee prior to release. Committees may require a supplemental application or question to assist in assessing the qualifications of applicants. Application screening is conducted by the committee, based on agreed-upon criteria from the job announcement. Interviews and performance demonstrations are conducted, with at least three finalists forwarded unranked to the Superintendent/President and appropriate vice president for final interviews. Depending on the level of administrative position, the Superintendent/President may decide that public forums are required of the finalists, to give the college community the opportunity to interact with the finalists. Reference checks, including verification of previous employment, are performed by Human Resources on the finalists. Following a meeting and discussion with representatives of the screening committee, the Superintendent/President recommends the selected applicant to the Board of Trustees. Official transcripts and fingerprinting are required of new administrative employees.

Classified [IIIA1.3] Hiring procedures for classified employees include a committee of at least three people, chaired by the immediate supervisor. A committee with gender and ethnic diversity is strongly encouraged and at least one member of the committee must be familiar enough with the duties of the position to serve as a subject matter expert. Job announcements are composed of the Board approved job descriptions, plus details regarding days and hours of work and starting salary. The announcements are prepared by Human Resources. Per Board Policy 5410 [IIIA 1.6], announcements of classified vacancies are announced internally one week prior to the public posting to allow employees additional time for inquiry and application preparation. Application screening is conducted by the committee, based on agreed-upon criteria strictly based on the job announcement. Skills tests (if applicable and requested by the committee) and interviews are conducted. The committee determines ranked finalists, and reference checks including verification of previous employment are performed by Human Resources. The selected candidate is then recommended to the Board of Trustees for final approval. Fingerprints are required of all new classified employees.

Description of Qualifications of Employees

Of the 120 full-time faculty, ten possess multiple master's degrees, while 21 have doctoral degrees. The remaining 81 hold master's degrees, and/or meet definitions of minimum qualifications or the equivalent. Human Resources maintains a master list of qualifications for adjunct faculty, based on statewide minimum qualifications and locally administered equivalencies. An analysis of adjunct faculty employed in spring 2009 shows that 66 percent hold lifetime credentials or masters degrees, eight percent possess doctorates and 26 percent meet minimum qualifications in vocational disciplines or meet locally established equivalencies.

The equivalency process [IIIA1.7] is locally developed and rigorously applied by the Academic Senate Subcommittee on Equivalency. This subcommittee consists of members appointed by the Academic Senate; currently the committee consists of five faculty members. During the evaluation of applications during hiring processes, the screening committees determine if applicants meet the minimum qualifications for the position. If the screening committee determines that an applicant possesses qualifications that are equivalent to the minimum qualifications, the information is forwarded to the Subcommittee on Equivalency for review. Applicants deemed to have equivalent qualifications are then considered in the screening process. Any disagreements in the equivalency process are reviewed by the Academic Senate. Equivalencies are approved by the Board of Trustees upon the recommendation of the Superintendent/President. It is required that foreign degrees and transcripts are evaluated by the American Association of Collegiate Registrars and Admissions Officers.

Statewide minimum qualifications for academic administrators are a master's degree and one year of related management experience. Five of the 12 academic administrators hold doctoral degrees; the remaining seven have master's degrees. All administrators also have many years of applicable experience.

The names of full-time faculty and academic administrators, along with level of degrees held, are published in the MPC Catalog. [IIIA1.8]

The 191 classified employees meet or exceed the qualifications described in the Board approved job descriptions. According to personnel records housed in Human Resources, many classified employees exceed the educational requirements for the positions: 17 hold master's degrees and one has a doctorate. Fifty-four classified staff members have bachelor's degrees and 37 possess associate's degrees.

In November 2008, MPC and the Monterey Peninsula College Classified Employees Association concluded an update of all job descriptions and corresponding salaries for classified employees. This project was undertaken to ensure accuracy in job descriptions and proper placement on the salary schedules. To maintain the currency of classified job descriptions, an on-going reclassification process is included in the Agreement between MPC and the employee association. [IIIA1.9, IIIA1.10]

The 15 managers and supervisors also meet or exceed stated minimum educational qualifications on board approved job descriptions, including three bachelor's degrees, five master's degrees and one doctorate.

Full-time faculty follow a four-year tenure process as described in the Education Code §87608-87609 [IIIA1.11], including being evaluated as described in IIIA1. The Superintendent/President serves under a four-year contract, and vice presidents have three-year contracts. All other administrators are employed on a year-to-year basis. Classified employees, including managers and supervisors, serve a six-month probationary period as defined in Board Policy 5400 [IIIA1.12]. Eighteen faculty were tenured between 2005-2006 and the 2008-2009 academic years [IIIA1.13]. If employees do not meet the needs of the students and the district or do not possess the necessary knowledge, skills and abilities necessary for successful job performance, they are released during the probationary or tenure period.

Evaluation – Section 1.a: MPC meets this standard.

District employees at all levels are hired using fair practices and meet specific job related criteria determined by competent members of programs and departments. Employees at least meet the qualification standards set forth in the applicable job announcements: minimum qualifications or the equivalent for faculty and administrative positions, and stated qualifications in Board approved job descriptions for classified employees. Job announcements are based directly on program needs, with an assessment performed with each vacancy. For faculty and administrative positions, selection committees discuss and jointly agree on the scope and duties as well as desirable qualifications in the job announcements, which are then approved by the Superintendent/President. Classified positions are justified during the established recruitment approval process. Job announcements for classified positions are based on Board approved job descriptions. If recruitments are for straight replacements, College Council receives the

recommendations as information only, while new or modified positions require action by the College Council. The Board of Trustees approves recruitments for faculty and administrative positions. The Board takes no action on classified recruitments unless the positions are new or changed. In those cases, the Board takes formal action to establish the positions. The result of the MPC’s hiring processes is the hiring of qualified employees. While minimum qualifications for faculty and administrators are established by the state, MPC follows these standards in addition to its own processes.

The results of the Noel-Levitz SSI indicate that students feel that faculty and staff are well qualified. For example, the item, “Nearly all the faculty are knowledgeable in their fields” received an overall rating of 5.87 out of 7 points. Furthermore, students indicated that “the quality of instruction I receive in most of my classes is excellent” (rating of 5.88 out of 7). Students also have positive feelings about faculty and staff who work in student support services. For example, students feel that “my academic advisor is knowledgeable about my program requirements” (rating of 5.44 out of 7), and “admissions staff are knowledgeable” (rating of 5.49 out of 7).

Evidence:

| | | |
|-----------|--|---|
| III A1.1 | Faculty Selection Process | Board Appendix 5005A and B |
| III A1.2 | Administrative Hiring Process | Board Appendix 5005C |
| III A1.3 | Classified Hiring Procedures | Currently in HR |
| III A1.4 | Statewide minimum qualifications for faculty | http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/MinimumQualifications/MQsforFacultyandAdministrators/tabid/753/Default.aspx |
| III A1.5 | Commitment to college goals | Assorted faculty job announcements |
| III A1.6 | Internal Announcements – Classified | Board Policy 5410 |
| III A1.7 | Equivalency Process | Currently in HR (and in Board Policy) |
| III A1.8 | Faculty and Administrators and degrees | College catalog (MPC website) |
| III A1.9 | Job description Update Project | Ratified agreement between MPC and MPCEA regarding the job description update project. |
| III A1.10 | On-going classification process | <i>Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA</i> |
| III A1.11 | Tenure Process | Education Code 87608-87609 |
| III A1.12 | Classified Probationary Period | Board Policy 5400 |
| III A1.13 | Board Agendas | Board agendas showing awarding of tenure for last two |

| | | |
|--|--|-------|
| | | years |
|--|--|-------|

**Monterey Peninsula College
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Evaluation Processes

STANDARD IIIA

Section 1.b.

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

Description:

Processes for evaluations exist for all employee groups, as described below.

Faculty [IIIA1.1]

Faculty evaluation processes are governed by the collective bargaining agreement with the Monterey Peninsula College Teachers Association (MPCTA). For full-time faculty, evaluations are conducted annually during the first four years of tenure review, and then every three years thereafter, as required by Education Code. Adjunct faculty are evaluated the first semester of employment and then every six semesters, also as required by Education Code. Teaching effectiveness is evaluated by peers and students. Student surveys ask for evaluation of instructors in categories of instructor preparation, instructional methods, student assessment, interactions with students, and to what degree the student would recommend the instructor to other students. For tenure-track faculty and first evaluation of temporary faculty, a team of peers (and an administrator for tenure-track faculty) observe a faculty member's instruction and review course syllabi, assessments, assignments, and the self-evaluation the faculty member prepares. The self-evaluation asks the instructors to address the following points, which are directly related to student learning:

- The teaching techniques they typically use
- The methods they use to assess students and how accurate they are in the instructors' opinion

Additionally the instructors attach copies of course materials (i.e., syllabi, assignments).

For tenured faculty and subsequent evaluations for adjunct faculty, evaluations consist of students' assessments and self-evaluations, which are reviewed by a faculty peer committee. Student learning outcomes are now a component of course revision and new course proposal submission packets and are considered during department and division program reviews.

Management Team [IIIA1.2]

The management team at MPC consists of administration, managers, supervisors and confidential employees. A new management team evaluation process was designed and implemented in 2007. The process was developed by a representative committee (confidential, management and administration) and was fully vetted by the management team. The process is conducted annually and is based on continuous improvement, as well as aligning employees' work efforts with institutional goals. It is designed as a constructive process to enhance communication, develop professional abilities, and acknowledge contributions. The procedure is yearlong, beginning with an initial conference each July in which the management team employee and his/her supervisor agree on annual goals and objectives and determine focus areas for the year. Each January a touch-base meeting is held to review progress and determine if adjustments need to be made. The process concludes each June with the supervisor's summary assessment. The summary is based on progress made on goals, performance of previously identified major responsibilities, behavioral skill factors (leadership, decision-making, problem solving, initiative, planning, contributions to college goals, fiscal responsibility, teamwork, supervision, communication, sensitivity to diversity) and the employee's self-evaluation. Every other year an anonymous, confidential feedback survey is conducted. This survey includes the following:

The management employee reflects a districtwide perspective in decision-making and recognizes and maintains policies and procedures that support the college mission.

The evaluatee and the supervisor mutually agree on a list of at least ten individuals to be surveyed. The survey is conducted by Human Resources and results are sent to the supervisor, to be included in the evaluation process as determined by the supervisor.

Superintendent/President [IIIA1.3]

The Superintendent/President is evaluated annually by the Board of Trustees. The process was mutually agreed to, as stated in the Superintendent/President's employment contract. The process is based on district criteria including broad institutional effectiveness and institutional goals, annual performance objectives, and ongoing skills and characteristics necessary for success. The process requires quarterly updates and annual feedback from selected employees, using the confidential feedback survey described in the management team process above.

Classified [IIIA1.4]

Through negotiations with the Monterey Peninsula Classified Employees Association (MPCEA), a new classified evaluation form and process was implemented in the fall of 2008. Per the bargaining agreement with MPCEA, all classified employees are evaluated during the month of October. The new form has categories of quality of work, quantity of work, job knowledge, relationships and attitude, communications, initiative, work habits, and attendance and punctuality. Supervisors are asked to highlight noteworthy accomplishments. If a rating of unsatisfactory or needs improvement is given in any category, the supervisor and employee jointly agree on goals and objectives specifying what needs to be done to meet expected standards. Also required is a plan to achieve the specified objectives. If there is an overall rating of unsatisfactory or needs improvement, the employee will be reevaluated in 30 to 90 days. Also included in the performance evaluation is a review of the current job description. Probationary employees are to be evaluated in the fifth month of the six-month probationary period. If a probationary employee is released after at least three months of work, an evaluation is required to allow the employee time for improvement.

Evaluation – Standard IIIA, Section 1.b: MPC meets this standard.

Evaluation processes exist for all employee groups and the institution makes completion of evaluations a top priority. All processes contain a component for improvement. Management team evaluations center around goals and objectives and the performance of annually identified focus areas. Evaluations for faculty include plans for improvement and growth. Classified employees evaluation process requires objectives and a plan for achievement if deficiencies are noted.

Evaluations are a priority for all employees at Monterey Peninsula College. In 2007-2008, the completion rate for management team evaluations was 100 percent; classified evaluations occur annually during October and all employees received their evaluations during fall 2008. All tenure-track evaluations for full-time faculty (both tenured and tenure-track) were completed in fall 2008. Of the 88 adjunct faculty evaluations due in fall 2008, 81 (90 percent) were completed. The eight who were not finalized rolled over to the following semester.

If employees do not meet the needs of the students and the district or do not possess the necessary knowledge, skills and abilities necessary for successful job performance, they are released during the probationary period.

Evidence:

| | | |
|---------|------------------------------------|---|
| IIIA1.1 | Faculty Evaluation Process | Article 14, <i>Agreement Between Monterey Peninsula College District and Monterey Peninsula College Teacher’s Association (MPCTA)/CTA/NEA</i> |
| IIIA1.2 | Management Team Evaluation Process | Currently in HR |

| | | |
|----------|---|--|
| III A1.3 | Superintendent/President Evaluation Process | Currently in HR |
| III A1.4 | Classified Evaluation Process | Form in HR, Process in Article XII, <i>Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA</i> |

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Student Learning Outcomes in Evaluation

**STANDARD IIIA
Section 1.c.**

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Description:

Faculty are evaluated by students, peers, and administrators as to their teaching effectiveness [IIIA1.1]. Additionally, self evaluations ask faculty to address the methods currently used to assess students and discuss how accurate the faculty member thinks those methods are. Self evaluations also ask instructors to describe the teaching techniques they use and what they have done differently such as new teaching techniques, new tools, or new lecture topics.

Faculty evaluation processes are governed by the current collective bargaining agreement (effective from 2007-2010 with the recently approved extension to 2011), which does not directly reference student learning outcomes. However, as defined in Standard IB, “student learning outcomes” at MPC is a specific term that refers to a measurable or evaluable description of what students are expected to be able to ‘do’ as they successfully complete a course. The definition goes on to explain that the term refers to the student attainment of these expectations. The methods of assessment of student learning outcomes is left to the sole discretion of the individual faculty member teaching a given course. The required self evaluation component of the evaluation process asks instructors to describe the teaching techniques she/he typically uses (which is directly related to student learning), as well methods used to assess students and the accuracy of those methods. As described in detail above, teaching effectiveness is evaluated by a committee consisting of an administrator (for tenure-track faculty), faculty peers, and student evaluations. Student surveys ask for evaluation of instructors in categories of instructor preparation, instructional methods, student assessment, interactions with students, and to what degree the student would recommend the instructor to other students. For full-time faculty, until tenure, a team of peers and an administrator observe

a faculty member’s instruction and review course syllabi, student evaluations, assessments, assignments, and the self-evaluation the faculty member prepares.

Additionally, the instructors attach copies of course materials that include syllabi with course objectives and/or student learning outcomes listed, as illustrated in the most current *Faculty Handbook* [IIIA1.2]. Student learning outcomes and course objectives are currently included in the packet that goes to the Curriculum Advisory Committee when a new course is proposed, and when a course is revised. The inclusion of student learning outcomes in this packet is mandatory [IIIA1.3]. Student learning outcomes and their assessment are also part of the newly revised program review process in Academic Affairs[IIIA1.4]. The requirements for instructor evaluations are negotiated between the district and the faculty union, and to date student learning outcomes have not been a topic of negotiation.

Evaluation – Standard IIIA.1.c: MPC meets this standard.

In self evaluations, instructors address, among other things, methods typically used to assess students; teaching effectiveness is addressed by the evaluating committee and student evaluations. By the definition of student learning outcomes at Monterey Peninsula College described above and in Standard IB, a component of faculty evaluations directly addresses student assessment and methods of achieving success in student learning.

In a recent survey of district staff, when asked if “as a faculty member I have been engaged in discussions with my colleagues about improving student learning,” 66 percent of all respondents agreed with the statement. When only faculty responses were considered, 90 percent agreed with the statement. Forty percent of administrators indicated they agreed with the statement, but 47 percent said this wasn’t applicable to them, most likely because the statement started “as a faculty member.” Of classified employees, the vast majority said this was not applicable to them, again probably because of the phrasing of the query.

Evidence:

| | | |
|---------|---|---|
| IIIA1.1 | Faculty Evaluation Process | Article 14, <i>Agreement Between Monterey Peninsula College District and Monterey Peninsula College Teacher’s Association (MPCTA)/CTA/NEA</i> |
| IIIA1.2 | Faculty Handbook | |
| IIIA1.3 | CAC Handbook | |
| IIIA1.4 | Academic Affairs Program Review Process | |

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A Code of Ethics

**STANDARD IIIA
Section 1.d**

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

Description:

As of this writing, the institution does not have a single written code of professional ethics for all of its personnel. However, a draft has been developed and is being considered:

The mission of Monterey Peninsula College is centered on fostering student learning and success through excellence, thereby enhancing the intellectual, cultural, and economic vitality of the diverse community served by the college. To achieve this mission, the MPC community believes in and is committed to the ethical principles of honesty, integrity, accountability, respect and trust. Members of the college community exemplify these principles.

Additionally, different policies and regulations define ethical behavior. Board Policy 5310 [IIIA1.1] describes the professional commitment and obligation of faculty members including having personal qualities and maintaining high ethical standards which contribute toward success as a faculty member. Board Policy 5530 [IIIA1.2] describes the ethical responsibilities of members of the management team, including commitment to principles of honesty and equity. The policy further states that these employees shall commit themselves to excellence in education and ethical behavior, and defines ethical behavior as the consistent exercise of integrity. While there is not a clear statement describing ethical behavior for classified employees, Board Policy 5430 [IIIA1.3] lists the actions which will subject a classified employee to disciplinary action, including falsification of information, dishonesty, and immoral conduct.

Evaluation – Standard IIIA.1.d: MPC meets this standard.

Ethical standards currently exist individually for all employee groups, with an overarching draft policy currently under consideration.

By employing qualified individuals, evaluating them consistently, and requiring high ethical standards, Monterey Peninsula College upholds the quality of its programs and services thereby serving the needs of the students.

Evidence:

| | | |
|--------------|--|-------------------|
| III A1. 1 | Faculty Professional Commitment | Board Policy 5310 |
| III A1. 2 | Management Team Responsibilities | Board Policy 5530 |
| III A1. 3 | Classified Employees Standards | Board Policy 5430 |

**Monterey Peninsula College
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Sufficiency in Numbers and Qualifications

STANDARD IIIA

Section 2

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

Description:

Monterey Peninsula College employs 120 full-time faculty and 250 adjunct faculty each semester. According to the Full-Time Faculty Obligation for fall 2008 [IIIA2.1], 55 percent of full-time equivalent faculty (FTEF) is full-time, while the remaining 45 percent is attributed to adjunct faculty. The current goal established at the state level is 75 percent full-time. However, MPC is 6.58 positions ahead of the state imposed goal for MPC in fall 2008. Although MPC is able to offer a broad range of courses and programs, there is a definite need for specific faculty in several disciplines and the Library. New faculty requests from divisions have grown in the past two years as enrollment has increased. There were four net new faculty position requests for academic year 2007-2008, 14 for 2008-2009 and nine for 2009-2010. None of the four requests for 2007-2008 was filled. Of the 14 requests for 2008-2009, four were recommended by the Academic Affairs Advisory Group (AAAG) and the Student Services Advisory Group (SSAG), and two were established and filled. None of the net new faculty position requested for 2009-2010 was filled. Additionally, because of fiscal constraints, most of the requests for replacement faculty for 2009-2010 will not be filled. It is commonly accepted that MPC is in a growth mode, but the recession and state budget constraints make it too risky to replace some faculty positions and create net new positions at this time.

Monterey Peninsula College currently employs 12 academic administrators, 15 managers and supervisors and eight confidential employees. These employees make up the management team. In 2008-2009, a Dean of Economic Development and Off-Campus Programs position was established and filled to support growth and address some areas of the mission that had not received enough attention. However, in the administrative area also, the College may not fill all vacant positions. As of this writing, the status of the Dean of Student Services and the Dean of Arts and Sciences positions for 2009-2010 are uncertain. A vacant confidential position in Human Resources may also not be filled due to budget concerns.

The classified workforce numbers 191. In 2007-2008, three classified positions in the facilities area were added to respond to increased facilities in the Child Development Center and Physical Education. As a result of the negotiated “Improvement and Growth” fund [IIIA2.2], permanent part-time clerical positions were added in Humanities and Business, a full-time Instructional Technology Specialist was added to the Library and the Lab Technician in Automotive Technology was increased from part-time to full-time. As of this writing, three vacant positions are on hold pending the resolution of budget uncertainties. Although MPC is committed to providing adequate classified personnel to support the mission of the college, due to budget constraints, not all positions considered necessary by a department or program can be filled.

As described above, the academic preparation qualifications for faculty are determined by the published statewide minimum qualifications [IIIA2.3] or their equivalent. Ten full-time faculty possess multiple master’s degrees, while 21 have doctoral degrees. The remaining hold master’s degrees (81) or meet alternate definitions of minimum qualifications or the equivalent. Human Resources maintains a master list of qualifications for adjunct faculty based on statewide minimum qualifications and locally administered equivalencies. Adjunct faculty are hired each semester by the Board of Trustees.

Academic administrators also meet the statewide minimum qualifications of a master’s degree and one year of related management experience. Six academic administrators hold master’s degrees; the remaining five have doctorates. The names of faculty and academic administrators, along with level of degrees held are published annually in the MPC Catalog. [IIIA2.4]

Classified employees meet the qualifications described in the Board approved job descriptions. According to personnel records housed in Human Resources, many classified employees exceed the requirements for the positions: 17 hold master’s degrees and one has a doctorate. Fifty-four classified staff members have bachelor’s degrees and 37 possess associate’s degrees.

Managers and supervisors also meet or exceed stated minimum qualifications on Board approved job descriptions, including three bachelor’s degrees, five master’s degrees and one doctorate.

Full-time faculty follow a four-year tenure process as described in the Education Code Section 87608-87609 [IIIA2.5], including being evaluated as described in Standard IIIA1. The Superintendent/President serves under a four-year contract, and vice presidents have three year contracts. All other administrators are employed on a year-to-year basis. Classified employees, including managers and supervisors, serve a six-month probationary period as defined in Board Policy 5400 [IIIA2.6].

Evaluation - Standard IIIA.2: MPC meets the standard.

The organization of the college’s personnel has been reviewed and become more effective in recent years. MPC organizes its personnel to effectively meet the needs of the organization. The structure includes classified employees; faculty including division chairs; and the management team, composed of administrators, managers, supervisors and confidential staff. The method of determining this structure is through the shared governance process, which includes program review and action planning processes described in Standard IIIA.6. This process is effective, but is often hampered by budgetary constraints. The Accreditation Faculty and Staff Survey conducted in fall 2008 posed a question regarding respondents’ perception of the adequacy of staffing in their areas. Fifty percent of respondents agreed that staffing was sufficient, and 46 percent disagreed. Many respondents identified areas perceived to be understaffed, including counselors, tutoring, library, mathematics, custodians, technology, and security. MPC annually meets the required number of full-time faculty necessary to fulfill the state mandated full-time faculty obligation. The district plans to have sufficient personnel and was making progress toward filling justified positions, but with the current recession and state budget uncertainties, those plans are currently on hold.

Evidence:

| | | |
|---------|--|---|
| IIIA2.1 | Full-time Faculty Obligation | Currently in HR |
| IIIA2.2 | New Classified Positions | Improvement and Growth Expenditure List |
| IIIA2.3 | Statewide minimum qualifications for faculty | http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/MinimumQualifications/MQsforFacultyandAdministrators/tabid/753/Default.aspx |
| IIIA2.4 | Faculty and Administrators and degrees | College catalog (MPC website) |
| IIIA2.5 | Tenure Process | Education Code 87608-87609 |
| IIIA2.6 | Classified Probationary Period | Board Policy 5400 |

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Personnel Policies and Procedures

STANDARD IIIA

Section 3

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Section 3.a.

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

Description:

Employment policies are negotiated with the Monterey Peninsula College Employees Association (MPCEA) for classified employees and with the Monterey Peninsula College Teachers Association (MPCTA) for faculty. A concerted effort is put forth to solve issues and problems with the employee groups. The Vice President for Academic Affairs meets weekly with the chief negotiator for MPCTA, and the Associate Dean of Human Resources meets weekly with the leadership of MPCEA to handle concerns at the earliest opportunity. Employment policies, such as information on leaves, vacation, and benefits for management team employees are contained in board policy. If changes are suggested, discussions are held at Management Team Meetings and proposed policies are routed through the shared governance process to College Council and then to the Board of Trustees for adoption, as described in the planning and resource allocation process in Standard IB.

Ensuring Fairness in All Employment Procedures

The college has numerous policies to ensure fairness in employment procedures.

- Board Policy 5005 [IIIA3.1] indicates that all recruitment and selection procedures shall be conducted according to applicable laws and regulations and without regard to protected status.
- Board Policy 5100 [IIIA3.2] defines MPC's commitment to equal employment opportunity and further mandates an Equal Employment Opportunity Plan which implements this commitment to fair treatment.

- Administrative Procedure 5105 [IIIA3.3], *Procedures for Complaints of Unlawful Discrimination, Including Sexual Harassment*, sets forth the process for addressing complaints of unfair treatment.
- The *Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA*, Article I [IIIA3.4], contains a non-discrimination clause, which indicates that classified employees will not be discriminated against because of union activity, race, color, creed, national origin, religion, ancestry, sex, sexual orientation, marital status, age, pregnancy, disability, and/or medical condition.
- The *Agreement Between Monterey Peninsula College District and Monterey Peninsula College Teacher's Association (MPCTA)/CTA/NEA* has a similar non-discrimination clause in Article V [IIIA3.5].
- Both union agreements contain grievance procedures for employees to use if they feel there has been a violation of a union agreement (Article XIV [IIIA3.6] for classified; Article VI [IIIA3.7] for faculty.
- Board Policy 5595 [IIIA3.8] contains a complaint procedure for management team employees to use if they feel they have been adversely affected on an employer-employee matter not covered by alternate complaint or grievance procedures.
- Union employees have similar complaint procedures in the collective bargaining agreements (Article XIV [IIIA3.9] for classified employees and Article VII [IIIA3.10] for faculty.)

Evaluation - Standard IIIA.3.a: MPC meets this standard.

Ninety percent of Accreditation **Faculty and Staff** Survey respondents in fall 2008 indicated they know where to find policies and procedures relevant to their jobs, which demonstrates that policies are available and accessible. Most employees (90 percent of survey replies) feel they personally are treated fairly. It is interesting to note that when asked if MPC makes every effort to treat people fairly, the percentage of those who agree drops slightly to 83 percent. The high percentages of those who feel MPC treats people fairly is indicative of the effectiveness of the policies and procedures, and the consistency of their applications.

Evidence:

| | | |
|---------|--|--------------------------------|
| IIIA3.1 | Recruitment and selection of employees | Board Policy 5005 |
| IIIA3.2 | Equal Employment Opportunity | Board Policy 5100 |
| IIIA3.3 | Discrimination Complaints | Board Policy and Appendix 5105 |

| | | |
|----------|--|--|
| IIIA3.4 | MPCEA Non-discrimination clause | Article 1, <i>Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA</i> |
| IIIA3.5 | MPCTA Non-discrimination clause | Article 5, <i>Agreement Between Monterey Peninsula College District and Monterey Peninsula College Teacher's Association (MPCTA)/CTA/NEA</i> |
| IIIA3.6 | Classified Grievance Process | Article 14, <i>Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA</i> |
| IIIA3.7 | Faculty Grievance Process | Article 6, <i>Agreement Between Monterey Peninsula College District and Monterey Peninsula College Teacher's Association (MPCTA)/CTA/NEA</i> |
| IIIA3.8 | Management team complaint process | Board Policy 5595 |
| IIIA3.9 | Classified employees complaint process | Article 14, <i>Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA</i> |
| IIIA3.10 | Faculty complaint process | Article 7, <i>Agreement Between Monterey Peninsula College District and Monterey Peninsula College Teacher's Association (MPCTA)/CTA/NEA</i> |

**Monterey Peninsula College
Institutional Self Study Report
Standard IIIA: Human Resources**

Personnel Records

STANDARD IIIA

Section 3.b.

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

Description:

Official personnel files are housed in the Office of Human Resources, with limited and monitored access. Article XII [IIIA3.1] of the *Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA* indicates that access to files by college employees is on a job related “college need” basis, and that files are not to be removed from the Human Resources office. Each classified employee has the right to inspect his/her personnel file upon request. Further, Board Policy 5020 [IIIA3.2] and Education Code §87031 [IIIA3.3] gives every employee the right to his/her own personnel records upon request.

Evaluation - Standard IIIA.3.b: MPC meets this standard.

Personnel records are kept confidential in Human Resources, and employees have access to their records.

Evidence:

| | | |
|---------|------------------------|--|
| IIIA3.1 | Personnel files access | Article 12, <i>Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA</i> |
| IIIA3.2 | Personnel files access | Board Policy 5020 |
| IIIA3.3 | Personnel files access | Education Code 87031 |

**Monterey Peninsula College
Institutional Self Study Report
Standard IIIA: Human Resources**

Programs that Support Diverse Personnel

STANDARD IIIA

Section 4

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

Section 4.a

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

Description:

In addition to a formal mentoring process for new MPC faculty, the college also supports various diversity awareness activities. New faculty and administrative employees participate in a formal mentor program, which links each new employee with a mentor and also a “friend.” [IIIA4.1] They all meet together during orientation to establish relationships which provide support and contacts for the new employees. Mentors are available to discuss and review procedures, expectations, and concerns about any aspect of the MPC experience. Friends are assigned from areas of the college different from that of the mentees. The role of the friend is to provide another resource and contact to assist the mentee in becoming familiar with campus activities and functions. Expectations of the mentees include inviting friends and mentors to a class session, visiting classroom of mentor or friend, attending meetings designed to benefit new faculty, and meeting with the appropriate vice president to discuss curriculum or service to students.

Adjunct faculty orientations are conducted each semester. In addition to general orientation information, attendees are provided with specific technology information on the following topics:

- The MPC computer log-in process
- Using Outlook and Webmail
- Utilizing the MPC website and ClassSites

MPC fosters an appreciation for diversity in many ways. There is an active Equal Employment Opportunity Advisory Committee, which strives to present a workshop or speaker on diversity once per year. Since the last accreditation visit, speakers and workshops have been presented on “A Conversation about Affirmative Action” with Dr. John Berteaux, California State University Monterey Bay (CSUMB) philosophy professor; “Last Chance for Eden” regarding gender, cultural and racial differences by

Lee Mun Wah of Stir Fry Productions; Disability Etiquette by Dr. Susan Osorio and Richard Weigle, MPC Supportive Services staff; and “Lessons from Little Rock” by Dr. Terrence Roberts. In addition, there are active student clubs, including the Vietnamese Club, which prepares and sells ethnic food several times per year and annually produces a culture show. The Latino Club organizes a Cinco de Mayo celebration. In celebration of Black History Month, MPC annually sponsors a play presented by the University of California Santa Cruz African American Theatre Arts Troupe. These plays deal with topics about race and the African American experience. In 2009 the production was *The Piano Lesson*. The Associated Students also sponsor events and speakers such as former Congresswoman and Presidential Candidate Cynthia McKinney, who spoke in March 2009. The African American Employees sponsor a Kente ceremony for African American graduates and the Latino faculty and staff sponsor a Latino graduation celebration.

In an effort to reach out to the diverse ethnic communities, the Superintendent/President established the Community Outreach Advisory Committee. This group is made up of representatives from the African-American, Asian, Latino and Filipino communities. The group serves as a vehicle for two-way communication between the college and the community. The Superintendent/President, along with the vice presidents of Academic Affairs and Student Services, meet with this group at least once per semester to share information and discuss topics of interest such as student programs and services, student outreach and recruitment, success and retention.

Evaluation – Standard IIIA.4, 4.a: MPC meets this standard.

According to the Accreditation Faculty and Staff Survey conducted in fall 2008, 88 percent of respondents feel MPC has made progress in increasing awareness of and sensitivity to diversity issues, while three percent disagreed. While this result indicates that some progress has been made, it does not clearly indicate if more needs to be done. The survey, however, does show that the majority of employees (90 percent) feel they have been treated fairly at MPC, and 83 percent agree that every effort is made at MPC to treat people fairly.

Evidence:

| | | |
|--------------|-----------------------|--------------|
| IIIA.4. 1 | MPC Mentor Program | Need to post |
|--------------|-----------------------|--------------|

**Monterey Peninsula College
Institutional Self Study Report
Standard IIIA: Human Resources**

Employment Equity and Diversity

**STANDARD IIIA
Section 4.b**

The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Description:

The office of Human Resources maintains demographic information on applicants and employees. MPC’s Equal Employment Opportunity Plan contains the required analysis of the district’s workforce. This analysis shows the following ethnic diversity in 2008 compared to 2001.

| Category | Percentage of Ethnic Diversity (non-white) | |
|-------------------------------------|--|------|
| | 2001 | 2008 |
| Full-time Faculty | 13% | 22% |
| Adjunct Faculty | Not available | 11% |
| Classified | 42% | 42% |
| Executive/Administrative/Managerial | 33% | 36% |

The Associate Dean of Human Resources presented an analysis of the district’s demographics [IIIA4.1] to the Board of Trustees, Management Team, the Superintendent/President’s Community Outreach Advisory Committee, and is scheduled to present to advisory groups. These presentations provide information to all constituencies and generate dialogue on the effectiveness of MPC’s programs. An initial outcome of these discussions is the need to re-examine hiring procedures for adjunct faculty.

Evaluation - Standard IIIA.4.b: MPC meets this standard.

Statistical information is collected, analyzed and presented to the Board of Trustees and other constituencies to keep focus on the support of our diverse campus community. Incremental progress has been achieved in the effort to increase the diversity of faculty and staff.

Evidence:

| | | |
|-------------|--------------------------|--|
| IIIA4. 1 | Employee Demographics | Currently in HR and on accreditation website |
|-------------|--------------------------|--|

**Monterey Peninsula College
Institutional Self Study Report
Standard IIIA: Human Resources**

Professional Development Opportunities

**STANDARD IIIA
Section 5**

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Section 5.a

The institution plans professional development activities to meet the needs of its personnel.

Description:

Monterey Peninsula College has a wide range of opportunities for the growth and development of all staff including Staff Development Committee offerings, Foundation Academic Excellence Grant awards, flex day programs, individual flex activities, safety training, sexual harassment prevention training, technology workshops, a classified educational incentive program, auditing opportunities, classified staff development day workshops, Central California Colleges Training Consortium workshops, diversity speakers and workshops, and a sabbatical program.

Staff Development Committee Offerings

MPC staff and faculty are able to apply for staff development funds. To receive consideration by the Staff Development Committee, staff and faculty must indicate what goal(s) the funding will support:

- improvement of teaching
- maintenance of currency in academic and technical knowledge
- retraining to meet changing institutional needs
- development of innovations in instructional and administrative techniques and program effectiveness
- programs to develop technological skill proficiency (e.g. the use of new software).

Applicants are invited to apply by filling out the request form [IIIA5.1]. Committee members review the requests and prioritize them in anticipation that there will be more

requests than MPC can fund. Recipients for 2008-2009 were awarded a total of \$3,300.00 primarily for attendance at conferences and training institutes [IIIA5.2]. The 18 recipients (15 faculty and 3 staff) requested \$7,762.36. In 2006 the State provided MPC with \$30,000 to support staff development activities. Some money has been distributed each year and the fund is almost depleted. The dean who administers the funds has recommended that the college budget \$10,000 annually for this purpose. However, with the current budget constraints, funding this recommendation will not be possible until there is an economic upturn in the state.

Foundation Academic Excellence Grant Awards

The MPC Foundation offers the George J. (Bob) Faul Academic Excellence Grant Awards twice a year to faculty in three areas: Instructional Materials Grants, Faculty Professional Development Grants, and Research and Competition Grants. The program is designed to enrich the quality of the overall learning experience at MPC and funds project and program activities that are beyond the sources of public funding. Between 1998 and spring 2008, two hundred and thirty-three grants were distributed [IIIA5.3]. Grant amounts ranged from \$200 to \$7,500 across over fifty academic and student services programs. The total amount of awards for that period was over \$244,000, increasing from \$6,950 awarded in 1998 to \$23,800 in spring 2008. Examples of these awards from spring 2008 are

- Biennial Conference on Chemical Education
- American Choral Directors Association Convention
- West Valley College Foreign Language Department French Immersion Weekend
- American Literature Association Annual Conference
- Rocky Mountain Modern Language Association Conference
- Advanced Automotive Hybrid Technology Summer Institute
- Introduction to Pewtersmithing Workshop
- National Women's Studies Association Conference
- American College of Sports Medicine Health and Fitness Summit
- National Council of Teachers of Mathematics
- Participation in a private Photoshop/Paper Lamination workshop

Not all grant applications are awarded, but the MPC Foundation has and continues to make significant contributions to the quality of instruction at MPC and offers support for Staff Development, which would not be available if faculty and staff had to rely on the MPC General Fund.

Flex Day Programs [IIIA5.4]

Mandated flex days are planned by a subcommittee of the Academic Senate. The presentations are varied and have included invited guests from off-campus and MPC staff and faculty. Before the flex days are planned, the Flex Day Committee requests

suggestions from the Senate Representatives and the faculty and staff of the entire campus. Each semester these activities are evaluated either by paper and pencil evaluations at each session, or by reports from faculty senators at a Senate meeting.

Individual Flex Activities [IIIA5.5]:

In addition to mandated flex days described above, regular faculty must also complete seven individual flex days each year. The individually scheduled “flex” time must be devoted to the following kinds of activities and must be scheduled on days outside the regular calendar

- staff development, in-service training and instructional improvement
- program and course curriculum or learning resource development and evaluation
- student personnel services
- learning resource services
- course instruction and evaluation
- related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty and staff diversity
- departmental or division meetings, conferences and workshops, and institutional research
- other duties as assigned by the district
- the necessary supporting activities for the above

Examples of activities included in individual flex contracts are as follows: [IIIA5.6]

- Basic Skills Initiative
- Convention and update on new rules and bylaws
- On court clinics and workshops
- On-line homework system development
- Scouting/recruitment of students for sports programs
- Student Success Task Force participation

Safety Training [IIIA5.7]

The Facilities Department conducts regular safety training sessions for its staff. Twenty-one sessions occurred in the last two years, covering varying topics. A sample of these sessions follows.

- Back Injury Prevention
- Bloodborne Pathogens
- Chemical Safety, Spills and Leaks
- Controls
- Driving Safety
- Electrical Safety
- Emergency Management Services (EMS) Systems

- Eye Protection
- Housekeeping
- Ladder Safety
- Lock Out – Tag Out
- Personal Protective Equipment (PPE)
- Safety Operation of Utility Carts
- Slips, Trips and Falls

Additionally, appropriate trainings are provided on the Injury and Illness Prevention Plan (IIPP) and program, and emergency preparedness.

Sexual Harassment Prevention Training

All supervisors attend the mandated training on sexual harassment prevention. This training was provided by an in-house trainer or through the Central California Community Colleges Training Consortium. With the loss of the in-house trainer, future trainings will be provided through purchased on-line resources.

Technology Workshops [III A5.8]

The Information Technology (IT) Department regularly makes training available to all employees. In spring 2009, 22 workshops were available and included the following topics:

- Microsoft Advanced Powerpoint
- Microsoft Excel 2007
- Microsoft Outlook 2007
- Microsoft Powerpoint 2007
- Moodle Add Activity Function
- Moodle Add Resource Function
- Moodle Assignment Tool
- Moodle Forum Tool
- Moodle Grade Book
- Moodle Mail Tool
- Working with Digital Images

Classified Educational Incentive Program

Classified employees are paid \$100 per semester unit or equivalent to a maximum of 18 semester units per year for any course satisfactorily completed, as described in the *Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA*, Article VI [III A5.9]. Per Board action on July 27, 2004, this applies to classified managers, supervisors and confidential employees [III A5.10]. Since its inception in 2005, \$67,500 has been paid out for 675 units of study. All classes are eligible for this reimbursement, as long as they

are credit eligible and employees receive a grade of C or “CR” or better.

Auditing Opportunities

Employees may audit classes per Article 4.19 of the *Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA* [IIIA5.11], Article 16.4.11 of *The Agreement Between Monterey Peninsula College District and Monterey Peninsula College Teachers’ Association (MPCTA)/CTA/NEA* [IIIA5.12], and by longstanding practice for Management Team members.

Classified Staff Development Day

The *Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA*, Article 6.11 [IIIA5.13] was recently renegotiated to put more emphasis on professional development activities. In May 2009, held workshops included “A conversation with the Superintendent/President,” Know Your Rights, and Conflict Resolution. The agenda for the professional development day is jointly developed by MPCEA and the district [IIIA5.14].

Central California Colleges Training Consortium

Monterey Peninsula College has been a member of this training consortium since 2004-2005. The consortium provides trainings on consortium-selected topics, usually on subjects designed to assist managers, supervisors and negotiators. Twenty-three days of training have been provided since its inception [IIIA5.15]. In 2008-2009, the following workshops were presented:

- Preventing Harassment, Discrimination and Retaliation in the Academic Setting/Environment
- Managing Performance through Evaluation
- Evaluation, Discipline and Non Re-employment of Contract Faculty
- Going Outside the Classified Service: Short-tem Employees, Substitutes and Professional Experts
- Hiring the EEO Way
- Legally Compliant Strategies for Diversity Enhancement
- 12 Steps to Avoiding Liability
- Privacy Issues in Our Technological World
- Public Sector Employment Law Update
- Legal Issues for Negotiators

Diversity Speakers and Workshops

The Equal Employment Opportunity Advisory Committee (EEOAC) sponsors speakers and workshops periodically. Since the last accreditation visit, speakers and workshops

have been presented on “A Conversation about Affirmative Action” with Dr. John Berteaux, CSUMB philosophy professor; “Last Chance for Eden” regarding gender, cultural and racial differences by Lee Mun Wah of Stir Fry Productions; Disability Etiquette by Dr. Susan Osorio and Richard Weigle, MPC Supportive Services staff; and “Lessons from Little Rock” by Dr. Terrence Roberts.

Sabbatical Program [IIIA.5.16]

The sabbatical program is administered by the Professional Recognition Board (PRB), which reviews sabbatical applications and makes recommendations to the Superintendent/President. The membership includes one administrator and five faculty members. The administrator is appointed by the Superintendent/President. The faculty members are appointed by the Academic Senate. The Senate seeks to ensure that the faculty on the PRB are as widely representative of the faculty as possible. Faculty members serve three-year terms. Terms are staggered so there are always some experienced members on the committee. A faculty member who is applying for a sabbatical may not serve. Applications for sabbaticals are announced and available to full-time faculty. The deadline for applications is October 1. The committee is confidential, and meets to consider and rank the proposals following these criteria, which are equally weighted:

- Benefit to the college’s programs and students
- Relevance and importance to the faculty member’s assignment
- Need for a sabbatical to accomplish goal(s)
- Clear and achievable objectives

Applicants may apply for a one-semester sabbatical with full salary, or a two-semester sabbatical with half salary for each semester. After the PRB committee completes the ranking of the applications, the results are communicated to the Superintendent/President, who makes the final determination and notifies the faculty member. In the past few years, MPC has been able to grant two one-semester sabbaticals. None are funded for the 2009-2010 academic year due to budget cuts. When faculty members have completed their sabbaticals, they are required to submit a written report and make a presentation to the Board of Trustees. Since 2003, eleven faculty have been granted and taken sabbatical leaves.

Evaluation – Standard IIIA.5.a: MPC meets this standard.

As emphasized above, employees have many opportunities for professional development, from planned flex day programs to auditing courses and educational incentive payments.

Evidence:

| | | |
|----------|---|---|
| IIIA5.1 | Staff Development forms | http://mympc.mpc.edu/Committees/StaffDevelopment/default.aspx |
| IIIA5.2 | Staff Development | List of awards in 2008-2009 |
| IIIA5.3 | Foundation Academic Excellence Awards criteria, application form, and past awards | http://www.mpc.edu/foundation/Pages/MPCF_ABOUT_AcEx.aspx |
| IIIA5.4 | Flex Day Information, including committee bylaws and examples of flex day schedules and presentations | http://www.mpcfaculty.net/senate/FlexDayInfo.htm |
| IIIA5.5 | Individual Flex Days | http://www.mpcfaculty.net/accreditation/Accreditation/FlexContract0910.pdf |
| IIIA5.6 | Individual Flex days | Examples |
| IIIA5.7 | Safety Trainings | List of Facilities trainings |
| IIIA5.8 | Technology Training | List of training opportunities provided by IT |
| IIIA5.9 | Educational Incentive Program – Classified employees | Article 6, <i>Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA</i> |
| IIIA5.10 | Educational Incentive Program – Classified managers | July 27, 2004 Board agenda |
| IIIA5.11 | Auditing opportunities - classified | Article 4, <i>Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-</i> |

| | | |
|------------|--|---|
| | | <i>MPCEA/CSEA</i> |
| III A5.12 | Auditing opportunities - faculty | Article 16.4.11, <i>Agreement Between Monterey Peninsula College District and Monterey Peninsula College Teacher's Association (MPCTA)/CTA/NEA</i> |
| III A5.13 | Classified Professional Development | Article 6.11 <i>Agreement between Monterey Peninsula Community College District and the California School Employees Association Chapter #245-MPCEA/CSEA</i> |
| III A5.14 | Classified Professional Development Day 2009 | Copy of Agenda May 14, 2009 |
| III A.5.15 | Central CA Training Consortium Presentations | Currently available in HR |
| III A.5.16 | Sabbatical - Professional Recognition Board Guidelines | Fred is posting these under committees on Senate web page |

**Monterey Peninsula College
Institutional Self Study Report
Standard IIIA: Human Resources**

Evaluation of Professional Development Activities

STANDARD IIIA

Section 5.b

With the assistance of the participants, the institution systematically evaluates professional development activities to meet the needs of its personnel.

Description:

Evaluations of professional development programs are conducted by various means directly related to the activity. Sabbatical recipients complete and present a report to the Board of Trustees. Recipients of the MPC Foundation's Academic Excellence Awards complete a one-page evaluation within six months of receipt of the award, which assesses the outcomes. Attendees at the Central California Community Colleges Training Consortium presentations complete an evaluation, which is returned to the provider of the workshops. Flex day programs are evaluated either by paper and pencil evaluations at each session, or by reports from faculty senators at an Academic Senate meeting.

Evaluation – Standard IIIA.5.b: MPC meets this standard.

Through the various activities of the college related to staff development, MPC continues to refine the professional development process. Each semester's offerings are relevant and connect directly with the college's mission and identified teaching and learning needs, as demonstrated by the flex day agendas. For instance, in January 2008, to assist faculty and staff in understanding the history and needs of African American students, Dr. Terrence Roberts was the keynote speaker and led a discussion period after his presentation which included very thoughtful questions from the MPC staff. In January 2009, Dr. Vincent Tinto was the keynote speaker and presented strategies to help students succeed. Additionally, a spring 2009 flex day included an exercise where faculty were directed to assume the role of a new student and find different student services and identify what services they provided. In the subsequent debriefing session, faculty were able to share what they learned and indicated that they now were better prepared to assist students in finding the help they need. Follow up discussions were held in some division meetings. Beyond the immediate evaluation of the event(s) there is no systematic evaluation of how these activities impact the improvement of teaching and learning.

**Monterey Peninsula College
Institutional Self Study Report
Standard IIIA: Human Resources**

Human Resources Planning

**STANDARD IIIA
Section 6**

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Description:

The basis for personnel planning begins with program review, described in detail in Standard IB. Each component of the college (Academic Affairs [IIIA6.1], Student Services [IIIA6.2], and Administrative Services [IIIA6.3]) has a different model for program review, based on the different needs and services of the component. Program review for each program and department is conducted every five or six years on a rotating schedule [IIIA6.4] (every five years in Academic Affairs, every six years in Student Services and Administrative Services). It includes a thorough review of all areas' functions of the program/department and includes an assessment of the area's strengths, a determination of aspects that need improvement, materials and personnel needs, and an action plan. The area's program review is reviewed by a committee of peers, the area's dean and the area's vice president. Once the program review is completed, a summary and presentation is made to the area's advisory group (Academic Affairs Advisory Group, Student Services Advisory Group or Administrative Services Advisory Group). The program review is then presented to College Council and a presentation is made at a Board of Trustees meeting. Examples of program reviews are available in [IIIA6.5]. The program review is updated every year and is used to construct yearly action plans. These action plans frequently include requests for additional personnel.

Based on a department's program review, yearly updates and action plans, divisions evaluate the need for both replacing retiring faculty and net new faculty. For retiring faculty, a determination is made by the department and division whether to replace or modify the position. The decision is based on the needs of the department to meet its mission, program review, and program review updates. For a net new faculty position, the department conducts an evaluation and makes a proposal to the division to add a position. The division evaluates all the proposals and prioritizes the new positions. There has not been a need to prioritize replacement positions in several years, because the budget was adequate to cover all requests. However, these replacements are justified. The past practice at the Academic Affairs Advisory Group has been to consider

replacement positions separately from the requests for new faculty positions and move them forward in the approval process. For new position requests, each division chair presents a case for any new faculty positions accompanied by documented need and projected teaching load. [IIIA6.6] AAAG then prioritizes all requests for new faculty. A similar process is conducted by the Student Services Advisory Group [IIIA6.7], which has between ten and twenty faculty positions depending on categorical funding. Once the decision is made about how many new positions MPC can hire for the next year by the President and Vice Presidents group (P/VP), the highest ranked positions are put forward to the College Council and the Board of Trustees for approval. As of this writing, faculty prioritization process is under review by AAAG and SSAG.

Vacated classified positions are reviewed by the immediate supervisor to determine if they should be filled as previously or if changes should be made. A classified position request form must be completed; with the review process described on the form. The process includes discussions with the division or area, the appropriate vice president and then the President/Vice President (PVP) group [IIIA6.8]. If recommended for approval, the Superintendent/President approves recruitment. The request and appropriate background data is taken to the College Council for information only. Background data for the College Council includes funding amounts and sources, salary savings, description of duties and responsibilities, and any special considerations. Information is requested as to whether the position is an entry point for the college and as such if it needs to include a bilingual requirement. Submissions must include a description of the consequences if the position is not filled. New and/or changed positions must be presented to the College Council for two readings and approved by the Board of Trustees. New and/or changed positions included in the Monterey Peninsula Classified Employees Association must also be negotiated.

Evaluation - Standard IIIA.6: MPC meets the standard.

Institutional needs are identified in the systematic and periodic program reviews. Action plans and component goals provide the focus and means to achieve needs surfaced in program reviews. Requests to fill vacant positions and establish new positions follow established practices and are reviewed through the shared governance process. These methods provide an effective and workable system for individual departments to continually assess their needs and present them for consideration to the campus-wide decision making process.

| | | |
|---------|---------------------------------|--|
| IIIA6.1 | Academic Affairs Program Review | |
| IIIA6.2 | Student Services Program Review | |
| IIIA6.3 | Administrative | |

| | | |
|---------|---|------------------|
| | Service Program Review | |
| IIIA6.4 | Schedule for program review | |
| IIIA6.5 | Examples of program review: Social Sciences and Humanities need examples from Admin and SSAG | |
| IIIA6.6 | Process for requesting instructional faculty positions | |
| IIIA6.7 | Process for requesting student services faculty positions | |
| IIIA6.8 | Classified Position Request Process and Form | Currently in HR. |

**Monterey Peninsula College
Institutional Self Study Report
Standard IIIA: Human Resources**

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