

## **Standard III: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad education purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

### **III. A. Human Resources**

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

**III.A.1 - The institution assures 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.**

- 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 discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

## **Descriptive Summary**

The College follows all District- established hiring processes, which are designed to be clear, fair and well documented. All faculty and academic managers must meet the standards set forth in the current Minimum Qualifications for Faculty and Administrators in California Community Colleges (Evidence: Minimum Qualifications for Faculty/Administrators in California Community Colleges). LMC requires the same qualifications for full-time, part-time and substitute faculty members. For most faculty positions, the College uses only the state minimum qualifications in order to attract the largest possible applicant pool. Occasionally, departments require additional locally-determined minimum qualifications for specialized faculty positions. Qualifications for classified staff and managers are included in Governing Board approved job descriptions. All minimum and desirable qualifications are clearly job related and applicants answer a series of questions to demonstrate their qualifications.

The District and College have established procedures (Evidence: Governing Board Policies and Human Resources Procedures) to hire highly qualified individuals who will respond effectively to the educational needs of a diverse student body and contribute to the ability to meet LMC's institutional mission and goals. All College participants in faculty hiring were required to undergo training once every two years in order to serve as committee members. The current Uniform Employment Selection Guide requires that we provide on-going training for individuals involved in any faculty recruitment process. During spring 2014 Flex, the Vice President of Instruction and Student Services facilitated a newly created two-hour training to all faculty participating in the recruitment process of the upcoming Box 2A prioritized new faculty position recruitment. The training included anti-bias awareness training and covered district policy and procedures related to paper screening, screening interviews and the final interview process. A PowerPoint presentation has been developed for any mid-year or on-going training necessary, and this guided training will continue to be a part of Flex each fall and spring semester (Evidence: Uniform Employment Selection Guide; Faculty Box 2A Hiring Training presentation).

A training opportunity was undertaken in February 2014 by the District Human Resources Department, "Hiring the Best While Developing Diversity in the Workplace: Legal Requirements and Best practices for Screening Committees." This unique workshop developed specifically for hiring committees and those involved in the hiring process was facilitated by Laura Schulkind of Liebert, Cassidy and Whitmore and the lead attorney in the most recent Title 5 rewrites of the Equal Employment Opportunity (EEO) regulations. This training is fulfilling current Title 5 Regulations requiring all members of district screening and/or selection committees to receive training in Title 5 EEO requirements (Evidence: Informational e-mail; training PowerPoint document).

Full-time academic job openings are advertised widely in print publications, in targeted association List-Servs and on common recruiting websites. Management and classified positions are advertised in a wide array of venues, both on-line and in print. Job

announcements are available on-line at the District's Career Opportunities webpage, or by request to the Instruction or Human Resources offices at each location. Any request made for application materials is satisfied immediately by the responsible College department or the District Office. As begun in 2007, the submission of applications for management and classified positions is accomplished electronically via the PeopleAdmin recruiting system. For the first time January 2014, faculty positions were included in this on-line recruiting method. Overall, the process was successful and served to capture larger applicant pools with easier to read materials. Identified challenges in the uploading of attachments has resulted in the immediate, and will be a continuous, improvement of this recruiting system.

Faculty selection committees have input into the creation of all job announcements, which are then reviewed by LMC management and District Human Resources personnel. This input may include suggesting education that exceeds the minimum requirements, advanced industry experience, desirable qualifications outside of the Board-approved job description but within the scope of new information or technologies, or licensures/ certifications common or required in the industry connected to the teaching discipline.

In addition to the state-mandated minimum qualifications, teaching effectiveness, ability to contribute to LMC's mission and sensitivity to diversity are qualifications for all instructional faculty positions. The "match" between the finalists and the college mission is emphasized by college management during the final hiring interview.

Following a nation-wide or geographically appropriate, separate trained committees screen the applications and interview candidates, based only on the stated job-related qualifications. Teaching demonstrations are included in the screening interviews for instructional faculty. Committees also include questions about educational philosophy and effective teaching methods.

Based on District personnel procedures (Evidence: Human Resources Procedures Manual) and the United Faculty contract (Evidence: United Faculty Contract) faculty play a primary role in the selection of their peers. The instructional department conducting the hiring takes the lead in staffing the respective committees. Applications are screened by a committee composed of at least two tenured faculty members. Screening interviews are conducted by a committee of two to five tenured faculty members and an academic manager. Committees sometimes include classified staff and/or students as non-voting members. The committee develops its questions, the teaching demonstration topic and rating sheets and evaluation criteria. At the end of the process, the College President and Vice President of Instruction and Student Services reach consensus with that committee on the candidate to be recommended for hire to the Governing Board.

Roles of District Human Resources, College Human Resources and the Office of Instruction differ in each type of hiring process. The description of the selection process is contained in the District's *Uniform Employment Selection Guide* (Evidence: Uniform

Employment Selection Guide). This guide defines the different roles of District Human Resources, College Human Resources and the Office of Instruction depending on the type of position opening. In general, District HR receives the request to open a position for recruitment by the submission of a Position Authorization Request. This request contains information on the type of position, funding source for the position (operating or grant funding), and other particulars of the position. In turn, District HR obtains Finance and vice chancellor of human resources approval, prepares the announcement, recruits the position to the public, and screens candidates for meeting the minimum qualifications for the position. The Office of Instruction handles all faculty recruiting steps, from the screening process to final interview sequence. College Human Resources oversees all management and classified hiring processes and procedures from paper screening, screening interview, final interview, and successful hiring processing steps.

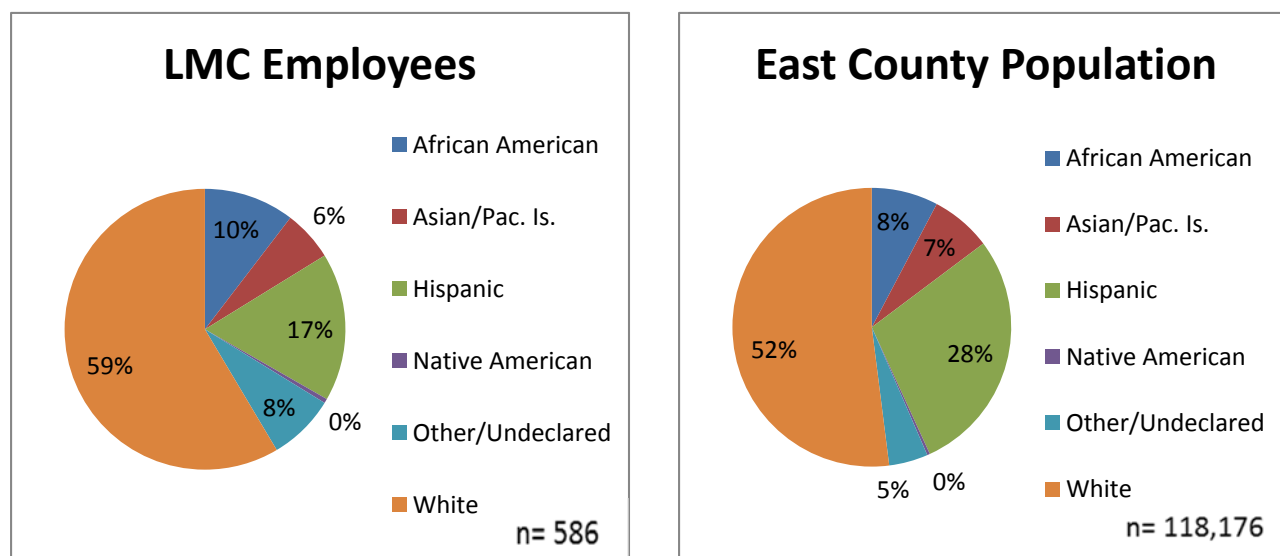
Degrees held by full-time faculty, classified staff and managers are listed in the College Catalog (Evidence: Los Medanos College Catalog). The hiring policy requires that all degrees are from institutions “accredited by one of the six regional accrediting agencies recognized by the Council on Post-secondary Accreditation and the United States Secretary of Education.” Official transcripts are required before Governing Board action. Applicants for faculty and academic management positions who hold degrees from non-U.S. institutions are required to obtain a foreign transcript evaluation to compare their studies against U.S. standards. The applicant bears the cost and responsibility to that his/her education is indeed equivalent to U.S. criteria for that same degree. The evaluation must be by one of the approved NACES Foreign Evaluation companies; any deviation must be reviewed and approved by the Academic Senate president. Lastly, professors may qualify via an Equivalency process. The Equivalency process requires the Department Chair or Dean and Academic Senate to document how a professor’s education and experience is equivalent to the standards set forth in the Minimum Qualifications for Faculty and Administrators in Community Colleges. This method is rare, and only used when the degrees held by the professor candidate do not exactly match the definitions in the state document. Equivalency is used as sparingly as possible as faculty are aware once a discipline is granted, it is valid District-wide -- they consider the integrity of all district instructional programs and how their decision will impact them.

### **Self Evaluation:**

The standard has been met by LMC adhering to District selection processes, which are based on good personnel practice, the District’s Uniform Selection Guide and Human Resources Procedure 1010.01 – 1010.06. College personnel have a positive view of hiring, although there are some concerns about the time consuming and/or lengthy nature of the process. However, the process was recently reviewed at the District level. The outcome was the update of the 1990 Uniform Employment Selection Guide (Evidence: Uniform Employment Selection Guide). The result was a complete revision involving shared governance input at every level of the District. The new Guide was approved by the Governing Board on April 25, 2012 and process changes have been made, based

primarily on legal directives from the State Chancellor's Office.

In terms of faculty, the outcome of the hiring process is clearly positive based on student survey results regarding instructors' quality of teaching and subject matter competence. For all employee groups, the turnover rate at LMC is low and there are very few terminations indicating a good match between new employees' qualifications and their job responsibilities. LMC's full-time faculty number has grown from 96 in 2008, to the level of 102 professors (spring, 2014) serving the main Pittsburg campus and Brentwood Center. The College and District actively recruit under-represented applicants. However, some applicant pools are not as diverse as the College would like. The charts below demonstrate the diversity of all employee groups (full time and part time) at the College in comparison to East Contra Costa County which is the predominant area served by the College (**Evidence: Employee and Service Area Ethnicity Data**)



LMC has had some difficulty in recent years in attracting enough applicants for certain highly specialized academic disciplines, i.e. Nursing, Electrical and Instrumentation Technology, and Process Technology, and for some classified positions that require advanced degrees (Science Laboratory Coordinator; Mathematics Laboratory Coordinator) and management positions where industry experience does not necessarily directly relate to the educational environment (Director of Business Services). In some cases, District salaries are simply not competitive with the external industry, as in the aforementioned disciplines of Nursing and ETEC/PTEC. It is also increasingly difficult to find qualified part-time faculty in some curricular areas (English, Clinical faculty in Nursing, Mathematics). The demand for adjunct professors in disciplines such as English and Mathematics across the Bay Area makes recent graduates in high demand and creates a competitive atmosphere among local community colleges.

Criteria used by departments and management generally result in the hiring of effective faculty members – surveyed students gave instructors high marks for the general quality

of teaching and, more specifically, for presentation of controversial material, subject matter competence, encouraging an open classroom environment, motivating students and being accessible to students (Evidence: Student Satisfaction Survey, Spring 2013). District and College processes (Human Resources Procedures Manual, 1010.01-1010.06; Uniform Employment Selection Guide, Section III) and the United Faculty Contract (Evidence: UF Contract) guarantee a primary role for faculty in the selection of new instructors.

The requirement that the college accept only degrees from accredited institutions – or the equivalent – is always met. All documentation must be by official transcript, not diplomas; and work experience used to meet minimum qualifications or salary placement must be original and signed by a representative of the institution, company or organization. The College Catalog (Evidence: LMC College Catalog) listing of degrees supports the finding that LMC has hired well-qualified employees. (Evidence: Minimal Qualifications for Faculty and Administrators in California Community Colleges; Faculty Job Announcements)

In LMC's most recent faculty allocation process, 15 full-time faculty positions were requested. Based on available funding, the college president approved hiring for 8 of the positions. The new instructors are scheduled to start work in August, 2014.

### **Actionable Improvement Plan**

None.

**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. Actions taken following evaluations are formal, timely, and documented.**

### **Descriptive Summary**

For continuous improvement and effectiveness, the College adheres to all District policies and procedures regarding the systematic evaluation of its personnel. Each employee type has a performance review cycle which is clearly defined in orientation materials provided, employment contracts issued, in HR Procedures governing the type of position, in applicable Union contracts and various personnel handbooks (Evidence: Orientation Checklists; Union contracts; HR Procedure 3080.02, .03, .04 and .05).

Classified Staff: All new classified staff serve a 12-month probationary period. They are evaluated at the end of the third, sixth, ninth and eleventh months of service.

Permanent classified employees with fewer than five years of service are evaluated at least once annually and may be evaluated more frequently “for good cause.” When a classified employee receives a promotion, s/he is placed on probation and is again evaluated according to the new six month employee timeline, at the second, fourth and fifth months of the new position. The Business Office notifies the supervising manager when classified evaluations are due and follows up to see that the evaluations are completed.

The supervising manager is required to discuss the evaluation with the classified employee. The Local 1 contract (Evidence: Local 1 Contract) requires that “any negative rating shall include specific recommendations for improvements and provisions for assisting the employee in implementing any recommendations made.” Classified employees with more than five years of service may be formally evaluated with proper notice. The College initiated a new review cycle for classified employees with more than five years of service during July 2010. The new cycle is scheduled for every three years and takes place over a six-month period (Evidence: Classified Evaluation Project, July 2010, kick-off letter and evaluation form). The process begins with a special notification letter to the employee explaining the overview of the process, identifies the standards against which the employee will be evaluated, establishes goals for a common and positive outcome and recognizes any specific issues that that the employee should address for improvement. This approach helps to tie evaluations with employee effectiveness based on the specific department function and the personnel that support it. The process incorporates a mid-cycle meeting to monitor the progress of the initial goals or improvements identified, and helps supervisors and their employees address any necessary changes. This process has helped keep an open dialogue between supervision and subordinates to better serve the college and its constituents. The review is then signed by the employee’s supervisor, his/her supervisor and the employee prior to being placed in the personnel file. Employees are allowed to make comments on the review as well.

Faculty: Probationary full-time faculty are evaluated during their first, second, third, fifth and seventh semester. Tenured (regular) faculty are evaluated every three years. Part-time faculty are evaluated during the first, fourth and seventh semesters and every six semesters thereafter. The Office of Instruction maintains a database that tracks the evaluation of all faculty (Evidence: Instruction Office database). Office staff send a packet to the evaluation chairperson at the beginning of the semester and follow up to ensure completion of the process (Evidence: UF Contract.)

An appendix of the United Faculty contract (Evidence: UF Contract) describes the process as follows: “Guidelines for faculty evaluation were developed by United Faculty, Academic Senate and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria.” The process is essentially peer evaluation by tenured faculty, although an academic manager sits on the committee for probationary full-time faculty. Evaluation performance criteria focus on demonstrated competence in the classroom or student

services assignment and participation in other professional responsibilities. Criteria-based evaluation by students is part of the process, as is a post-evaluation conference between the committee and faculty member being evaluated.

United Faculty conducts training for evaluators at three-year intervals, and the Office of Instruction is keeping records of that training. To capture a larger audience, the Instructional Deans are considering adding this training to the semi-annual Flex workshops as well. Once the evaluator(s) are identified, they meet with the professor to be evaluated to explain what to expect and discuss the timeline of the evaluation. The evaluation process is semester length, which includes the review of former evaluations, classroom observation, student surveys analysis and a final signature by the evaluator and the evaluatee. The appraisal is forwarded to Human Resources for incorporation in the professor's personnel file.

Managers: New managers are evaluated at six months, eleven months, two years, three years and five years. Veteran managers are evaluated every three years. Evaluation criteria are stated in the Management Personnel Manual (Evidence: Management Personnel Manual). The process includes input from classified staff, faculty and other managers. The Office of the President is responsible to track and ensure completion of the management evaluations.

### **Self Evaluation**

The standard has been met by each employee category being reviewed systematically and the evaluations are conducted at stated intervals, as per legal requirements, bargaining unit contracts and the Management Personnel Manual (Evidence: Management Personnel Manual).

Written criteria exist for all employee groups and are the basis of the evaluation processes.

The stated purpose of the evaluation processes for all employee groups is to assess effectiveness and to encourage improvement. Improvement plans have been developed and implemented occasionally to assist employees who were having difficulty. Various professional development activities are also available to support employees in improving job performance. Actions taken following evaluations are formal, timely and always documented in the employee's personnel file. New faculty who participate in the evaluation process generally state that it is helpful. Faculty also report that receiving feedback from evaluation committees is a positive experience.

### **Actionable Improvement Plan**

None.



- 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.**

### **Descriptive Summary**

The faculty evaluation process is criteria-based. The general criterion for teaching effectiveness and the achievement of student learning outcomes is to “demonstrate competence in performing classroom procedures and other responsibilities included in the teaching load assignment.” Faculty have the direct responsibility for student progress toward achieving student learning outcomes and the College has incorporated student learning outcomes (SLOs) into the faculty evaluation process. Fifteen (15) self-evaluation forms, tailored to the instructor status and method of instruction, are used in the faculty evaluation process: classroom faculty (adjunct, tenured track, tenured, repeated for each instructor classification), counselors, learning disabilities specialists, librarians, and online classroom faculty. Faculty members evaluate themselves on two measurements, “I use appropriate and varied tools for evaluating and assessing student learning outcomes; and I participate in department committees/tasks” which include curriculum development, assessment of SLOs, course outline rewrites, and course content review. Instructors are also evaluated on participation in non-classroom professional responsibilities, participation in professional growth activities and respect for the rights of students (Evidence: Classroom Observation Form, Management/UF negotiated document on UF4CD.org, Instruction Office Forms LMC Intranet).

Faculty self-evaluations are incorporated into the evaluation packet by the evaluation review team. Faculty evaluations occur annually for the first four years for non-tenured faculty and every three years thereafter once the faculty member is tenured (IIIA1c-1). Part-time faculty are evaluated their first semester teaching and every 3 years subsequently.

The evaluation of student learning outcomes was incorporated into the faculty evaluation process in fall 2010 and two cycles have been completed. All faculty evaluated during that period responded to the queries on their individual progress in the two areas used to measure progress.

Instructional faculty have primary responsibility for academic program review and writing/updating course outlines of record. During the past seven years, both of these activities have required instructors to identify student learning outcomes and develop and implement measures/plans to assess them. All SLOs for courses currently taught at LMC had been assessed by spring 2013. (Evidence P Drive, Course Level Assessment). Assessment Improvement plans developed by full-time and adjunct faculty collaboration are posted on the college's P Drive. Data from assessment informs the curriculum writing process and initiates changes in course outlines needed to improve teaching effectiveness and achievement of improved student learning outcomes. (Evidence: Archived COORs in Instruction Office, Assessment Improvement Plan data including times, dates, names of collaborating faculty, Stipend list for Assessment/Assessment Improvement Plan completion by adjunct faculty—Instruction Office) Department developed cohorts of courses are assessed, Assessment Improvement Plans generated and course outlines rewritten or updated every five years. The cohort model enables departments to focus on a smaller number of courses each semester and reinforces the concept of continual improvement of the teaching/learning process. (Evidence: Department Meeting Agendas/Minutes, Teaching and Learning Committee Archived Agendas/Minutes, reports and data, Five Year Assessment Model-Revised 2012 data on LMC Intranet).

### **Self Evaluation**

The standard has been met. District management and United Faculty union implemented newly-negotiated evaluation criteria in 2009. (Evidence: UF Contract; UF Website). Evaluation criteria clearly emphasize teaching effectiveness – faculty are required to present material that conforms to the course outline (which includes SLOs); display subject matter expertise; present controversial matter in a balanced fashion; regularly assess the teaching- learning process and modify strategies as necessary; and conduct classes in a way that stimulates critical thinking. Management, the Academic Senate, and the faculty union negotiated a revised evaluation process was put in place in 2010. (Evidence: [www.uf4cd.org](http://www.uf4cd.org), Appendix X Revised 3/31/10).

On a more individual level, LMC faculty have incorporated identification of SLOs and their assessment into course planning and implementation. All course outlines at LMC include student learning outcomes for the course, and require that students be assessed and graded according to their achievement of those outcomes. When faculty are evaluated, one of the criteria is that their syllabi reflects the official course outline of record – and all syllabi must include the course learning outcomes as well. In the pre-evaluation conference, the faculty member must show how the course materials, assignments and grading criteria are aligned with those outcomes. In addition, during the actual observation, faculty are being evaluated on a number of criteria that relate to course learning outcomes, such as expertise, class level, learning styles, and assessment of student comprehension during the class session. Finally, faculty are asked to reflect on how they assess student learning outcomes in their written self-evaluations. College faculty have also developed institutional-level learning outcomes. Program-level learning outcomes, and a plan to assess them, were developed by departments as part of their

program review. Course-level learning outcomes are developed by faculty with disciplinary expertise. The Curriculum Committee requires SLOs and a plan to assess them as integral parts of all course outlines. (Evidence: Current Course Outline of Record updated fall 2013 with Assessment and Cohort data required on page one)

SLOs for courses currently taught at LMC had been assessed by spring 2013. Improvement plans are in place, all courses have been placed in cohorts, outlines are on schedule to be rewritten to reflect necessary improvement, and the assessment cycle has begun anew. (Evidence: P Drive Assessment Data/Improvement Plans) Reports showing cohorts and schedule for current/future assessments, Teaching and Learning Committee reports are archived data on the LMC Intranet. As part of the Program Review process, instructional departments were provided data such as student retention and success by course – indirect measures of SLO attainment. The instructional deans also reviewed the data and asked the departments to respond to specific questions that were based on the information. The process was designed to engage faculty in a discussion of outcomes for students, as part of the program review process. (Evidence: Program Review Documents). A majority of faculty responding to the Faculty Survey on Assessment in spring 2011 reported they found course-level assessment useful in making changes to their instructional methods and/or course structure. Many reported that their departments or programs made changes in course outlines, in student learning outcome statements and in the sequence of courses or the program requirements based on assessment results (Evidence: Faculty Survey on Assessment, LMC P-Drive.)

### **Actionable Improvement Plan**

None.

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

#### **Descriptive Summary**

The District's Employee Code of Ethical Behavior, Human Resources Procedure 1040.08 (Evidence: Human Resources Procedures Manual), states: "The conduct of District employees as public employees shall be worthy of the respect and confidence of the community we serve. Employees must, therefore, avoid conduct which is in violation of their public trust or which creates a justifiable impression among the community that such trust is being violated..." What follows in the procedure is a list of specific "do's and don'ts" for ethical employee conduct. The procedure concludes with the statement: "Violation of this code could subject an employee to disciplinary action up to, and including, termination."

Other written policies involving employee ethics are: Academic Freedom, Freedom of Expression; Unlawful Discrimination (includes sexual harassment); Equal Employment Opportunity; the District's Conflict of Interest Code; the prohibition of "employee participation in applicant selection process of relatives and household members"; and Drug-free Workplace. Written policies are distributed to new employees in their new hire orientation meeting with college Human Resources as evidenced by their signature on the New Employee Orientation Checklist. There is one checklist for the college human resources assistant, and two checklists that are completed by the hiring manager. These checklists verify by the signature of the employee that policies and procedures have been received or discussed, including hours of work and other vital position information. The checklist so indicates that the manager and human resources have provided all resources needed by the employee in their new position (Evidence: HR and Hiring Managers Checklists). Policies that are distributed to all new employees include HR Procedure 1040.01- Protection of Confidential Data; Board Policy 5040-Acceptable Technology Use Policy; Business Procedure 10.06- Acceptable Technology Use; HR Procedure 4000.17-Political Activity; and the group of policies governing no smoking, no sexual harassment, no lethal weapons and drug-free workplace (Board Policies 2002, 2045, 2046, and 2050). Providing policies in advance, discussing them with new employees as well as the continuing dialogue with employees as part of their supervision and performance evaluations helps to foster ethical behavior by all college employees.

The mandatory New Employee Orientation at the District level is held once per month for all new employees. The training includes a presentation and binder section regarding all District policies, and where to locate them on our District's website, as well as all our procedural manuals. Lastly, all departments are currently undergoing Sexual Harassment Training, a two-hour meeting conducted with the District's HR Office in coordination with the District's legal counsel, Atkinson, Andelson, Loya, Ruud & Romo.

Procedures exist for addressing unlawful discrimination and harassment applicable to staff and students. It is the policy of the District to apply the highest ethical principles and standards of conduct to all members of the District community – managers, faculty, classified and students. The District is committed to the principle of trustworthiness, respect, responsibility, fairness and stewardship. The District's Code of Ethics and Student Code of Conduct contains general guidelines for conducting business with the highest standards (Evidence: District Code of Ethics; Student Code of Conduct).

The District is committed to an environment where open, honest communications are the expectation, not the exception. The District wants you to feel comfortable in approaching administration in instances where you believe violations of policies or procedures have occurred, hence its [Whistleblower Protection](#) policy. In situations where you prefer to report the violation in confidence or anonymity, you are encouraged to contact EthicsPoint Inc., a hotline provider independent of the District, by either **clicking on this [make a report](#) link or dialing 855-433-9922** (toll-free within the United States). The District assures you that any information provided to EthicsPoint will remain confidential and anonymous (if you choose) when communicated to the District.

Reports on violations of the District's policies and procedures are taken seriously. Upon completion of your report, you will be assigned a unique code called a "report key" and asked to set a password. Please keep this information and use it to [Follow-up on a Report](#) after **5-6** business days, for feedback or questions.

Students may follow grievance procedures for addressing student dissatisfaction related to services, faculty, staff, and final grade appeals (Evidence: Board Policy 2001; HR Procedure 1040.07; Curriculum and Instruction Procedure 4005; Student Complaint Form). All resources available to students are located on our website, in the Catalog, or hard copies in the Student Life Office, the Counseling Center, the Information Center and the Brentwood Center.

### **Self Evaluation**

The standard has been met based on evidence noted in the aforementioned paragraph. The District has a written code of professional ethics (Evidence: Human Resources Procedures Manual 1040.08). In general, college employees follow the code and interact with each other and with students on a professional basis. All employees receive the pamphlet entitled, *Liability Insurance* (Evidence: Brochure CCCCDC Liability Insurance). The intent of this information is one of risk management and is aimed at risk reduction and eventual insurance savings; a secondary purpose is to make employees aware of their potential exposure to liability claims resulting from unauthorized activities. When employee disagreements have arisen, the departments and/or management have responded, including bringing in outside consultants in two cases, in order to re-establish professionalism.

### **Actionable Improvement Plan**

None.

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

### **Descriptive Summary**

LMC employs 100 full-time faculty, 104 permanent classified staff and 24 managers – the number fluctuates depending on the timing of resignations, retirements, replacements and new hires.

The College allocation of full-time faculty is determined by the “Box 2A process” (“faculty staffing discussions” section of the Uniform Selection Guide) (Evidence: Uniform Employment Selection Guide ) which was an agreement among the Academic Senates, United Faculty and management in 1990, in order to implement the AB1725 hiring reforms. The Uniform Selection Guide was revised over a two-year period beginning in 2010, and involved an across-the-board participation from various District committees and councils. It was adopted by the Governing Board on April 25, 2012. In October, faculty leaders and College management prioritize departmental requests to hire full-time faculty, based on previous and projected resignations and retirements and the need for “growth positions” based on current need following Enrollment Management Principles. (Evidence: Program Review, Enrollment and Management Committee documents on LMC Intranet, RAP Proposals) Then, at the District level, staffing discussions occur among the chancellor, college presidents, Academic Senate presidents and the United Faculty president. For many years, the group considered allocations based on “staffing assessments submitted by each college, full-time/part-time staffing ratios, college growth projections and other factors.” Typically, the process allocated all “replacement” positions to each college and a few “growth” positions. (Evidence: Enrollment Management Guidelines, Agendas, Minutes, Schedule Development Form on LMC Intranet) When the CCCCD developed and implemented a new budgeting model, responsibility to determine the number of full-time faculty hires shifted from the District to the colleges. Most recently, based on available financial resources, LMC’s president authorized seven full-time faculty hires for fall 2014.

For classified staff, Business Procedure 18.03, which formulaically determined staffing allocations for colleges, was eliminated in July 2010 when the District adopted the SB361 budget allocation model. Each college is also now responsible for determining its own appropriate classified staffing levels commensurate to services offered and budget availability. Management positions are similarly established based on college needs and available resources.

### **Self Evaluation**

The standard has been met. Faculty and management leaders agree that the College must continually review the need for full-time faculty. Although the number of full-timers has increased in recent years, the increase in some disciplines has not kept pace with the growth in enrollment. In addition, some departments face mounting difficulty in finding qualified part-time faculty due to competition among the areas community colleges. At the District level, based on AB1725 mandates on the ratio of full- to part-time instructors, the CCCCD significantly exceeds the state-mandated “maintenance of effort” target. Program needs as well as positions resulting from retirement and resignation are analyzed to best utilize budgeted salary and benefit dollars where they are needed most. Recent promotions of full-time faculty to Deans in English and Math, ever-increasing retirement notifications and a resignation have been factored in to the faculty recruiting plan for 2014/2015, as well as new full-time positions identified for existing but increasing program demand (Emergency Medical Technologies). In the most recent analysis of needs, ten (10) full-time faculty positions have been authorized for the next fiscal year. This is a huge increase over the faculty hiring years 2010 – 2013 where the trend was to identify and hire 3-5 new full-time faculty positions, which included the continuous recruitment for our hard to fill Nursing professor positions and augmentation of our counseling department. The fulfillment of these positions will result in improved instructional program opportunity, stability and delivery, and the reduction of part-time faculty needs going forward.

With the hiring of a new president in July 2012, a major review of the organization of the College was undertaken. In April 2013, management unveiled a new organizational structure which increased the instructional deans, established separate deans for Counseling and Student Success, as well as realigned current managers with functions and modified the distribution of responsibility and workload.

During fiscal years 2010-11 and 2011-12, classified positions were reduced to address budgetary constraints and decisions made based on instruction and business needs. Since that time, some classified positions have been added; however, more recently, grant funds have been used to employ additional classified staff for grant-specific programs and services. As each classified position becomes vacant, a thorough analysis is made as to staffing level and business need. Classified bargaining unit Local 1 is consulted and involved in most staffing decisions. The Resource Allocation Process (Evidence: P Drive, RAP description) allows for departments to request classified positions to support objectives. New positions, as well as the reallocation of resources captured by attrition, are addressed once a year in this process. Reduction of adjunct faculty was a result of reduction of sections during the same time period. And some management positions were left unfilled during the same period. With the current classified salary compensation study underway, the Hay Study, the college will not have the result until August 2014. In turn, classified hiring will be conservative until the budgetary impact of that study is known. All positions deemed vital and continuing will be addressed in upcoming recruitment plans.

College leaders report that in general it has been difficult to get authorization to hire

additional faculty, classified staff or managers, given the District's significant fiscal problems during the last five years. However, the financial situation improved somewhat during 2013-14 fiscal year. The District and Local 1 have been working on the restoration of employee's laid off by the utilization of re-employment lists first and foremost as new or existing positions become available. Most recently, the College has conservatively chosen to fill vacancies as a result of retirement or resignation, and those afforded by grant funds. Classified vacancies have been filled choosing classifications that best meet the current administrative and instructional department needs. As an example, a full-time math laboratory coordinator was divided into a half-time coordinator and half-time administrative assistant for math. This staffing decision best serves the needs of the Math Department professors and the need for student support. Most new management positions have been identified in tandem with grant-funded activities or funding sources, such as the Workforce Development Program initiative that resulted in the hiring of a program manager, as well as a classified support position of community and educational partnership liaison. One exception has been the senior academic services manager position that was considered to act as the Director of Nursing -- this role was previously filled by a full-time faculty member. The recruitment yielded no successful hire, and the position was reverted to full-time faculty in the 2014/2015 recruiting cycle.

The President's Cabinet reviews all vacancies in advance of the semester, and prioritizes classified recruiting with hiring managers. This list is forwarded to District Human Resources (Evidence: SP14 Recruiting Schedule).

### **Actionable Improvement Plans**

None.

**III.A.3 - The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**



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

**Descriptive Summary**

The CCCCDC systematically develops personnel policies and procedures that are available to employees and the public on the District's website, under the Governing Board section. These policies include the Governing Board Policies and Administrative Procedures Manual, Human Resources Procedure Manual, Business Services Procedure Manual, Student Services Procedure Manual, Curriculum and Instruction Procedure Manual, Management/Supervisory/Confidential Employee Personnel Manual, the Local 1 Bargaining Agreement, and the recently updated United Faculty Agreement. Policies and procedures go through the District Governance Council, as well as constituency groups (Faculty and Classified Senates, United Faculty and Local 1) if appropriate, before being approved by the Governing Board and/or District management. All policies and procedures are reviewed on a four-year rotational basis and revised as appropriate. They are subsequently reviewed and approved by the Governing Board -- this process was concluded in October 2013. HR Policy and Procedures were reviewed and updated in conjunction with shared governance committees.

In implementing District-wide efforts to address employee diversity and to ensure legal compliance, the College incorporates a number of policies and procedures relating to hiring. The cornerstone is Human Resources Procedure 1010.02, the Uniform Employment Section Guide (UESG) (Evidence: HR Procedures Manual). The UESG went through an extensive review over the course of two years, 2010 and 2011, with changes approved by all appropriate constituents and approved by the Governing Board on April 27, 2012. The District also implements guidelines included in Board Policy 2001, Non-discrimination Policy (Evidence: Board Policy 2001) which states the District's commitment to equal access in recruitment, selection, promotion, and transfer.

Board Policy 2052, Equal Employment Opportunity (Evidence: Board Policy 2052), expresses the District's commitment to foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. Of particular note is Human Resources Procedure 1010.01, Interim Nondiscrimination Procedures and Faculty and Staff Diversity Program (Evidence: HR Policies & Procedures Manual, 1010.01) which outlines the District's procedures related to diversity, in order to ensure good faith efforts are undertaken to recruit applicants from all ethnic and gender groups.

The Uniform Employment Selection Guide (Evidence: Uniform Employment Selection Guide) was developed to ensure that hiring procedures guarantee fairness to all applicants. This guide was revised in a two-year, District wide process. All selection procedures are designed to be job related -- "there shall be no artificial barriers in the position requirements." The guide requires that minimum and desirable qualifications "must relate to the knowledge, skills, abilities and personal characteristics needed to

perform the tasks, duties and responsibilities as stated in the official position description.” College managers and District Human Resources personnel review job announcements and application materials to ensure that they meet the guide’s requirements.

All participants in the faculty selection process are required to complete a hiring workshop, which emphasizes fairness, at least once every two years. Specific orientations are also held for participants in the selection process for classified and management positions. The Academic Senate president, in tandem with United Faculty Representatives, is currently developing a Flex workshop to train faculty in the hiring and interview process based on the updated Uniform Selection Guide. (Evidence: Flex Workshop listing). Also, the District’s recruitment and classification analyst will be engaged to make in-person training available for hiring committees. This approach worked well as the College embarked on the hiring of three new deans in the spring of 2013. A large presentation was made to all three hiring committees at one time to explain the committee’s role in the hiring process, policy and procedure and the confidentiality of their participation. Currently many Flex workshops and continuing training by representative bargaining units are addressing the need for proper procedural guidelines and information about processes (Evidence: Flex Workshop listing).

### **Self Evaluation**

The standard has been met. LMC follows the District’s written hiring policies and procedures, which are found in the Human Resources Procedures Manual (Evidence: HR Policies & Procedures Manual), Uniform Employment Selection Guide (Evidence: Uniform Employment Selection Guide) and relevant portions of the Local 1 (Evidence: Local 1 Contract) and United Faculty (Evidence: UF Contract) agreements. Compliance is assured by District Human Resources, the college director of business services and the designated “hiring manager.”

Hiring committee members are well trained and comfortable in their roles in the process. They use only job-related criteria to evaluate all applicants and by committee participants knowledgeable of the job scope. Hiring processes are completed in a timely manner, almost always resulting in an offer to a well-qualified candidate.

The College receives very few complaints alleging unfairness and/or irregularities in its hiring processes. Two years ago, a faculty hiring process was halted for an irregularity in the role of the hiring manager, whether they were a voting member of the committee or not was unclear. The hiring process was conducted shortly after the Uniform Selection Guide was revised, and therefore did not incorporate the role change of the hiring manager stipulated that guide. The position was re-announced, the process was monitored by the hiring dean and department chair and a successful hiring process was concluded.

Dissemination and training has been held on the revision of the Uniform Selection Guide and its perimeters. This updated guide is very specific on the steps to hiring processes, dependent on the type of position. While the United Faculty President is assessing current training methods and is considering adding a FLEX Workshop to address this subject, the Vice President of Instruction and Student Services did hold a 2-hour FLEX workshop in January 2014 targeted to hiring committees and processes (Evidence: FLEX Workshop schedule). This FLEX Workshop will continue to be offered each semester, as well as on-going training offered as dictated by the new Uniform Employment Selection Guide. The presence of a Dean on all faculty hiring committees, serving as chairperson, helps to guide the process and assure compliance for policy and procedure. Oral instructions to the committee members by the Committee Chairperson begin all interview processes. For large recruitments, the District's Recruitment and Classification Analyst can be scheduled to address committee members. This approach was used to provide stand-up training in an assembly setting in the spring of 2013 in advance of the hiring processes for our three Dean positions.

### **Actionable Improvement Plan**

None.

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

### **Descriptive Summary**

Human Resources Procedures 1040.01 and 1040.02 -- Protection of Confidential Data and Personnel File Contents (Evidence: HR Procedures Manual, 1040.01 and 1040.02) provide for the protection of personnel records and specify what can be placed in the official personnel file. The procedure and the two collective bargaining agreements stipulate that employees have the right to examine their personnel files.

A single, official personnel file for each active employee is maintained on campus in the Business Office. Personnel files are stored in locked file cabinets and access to them is strictly limited. Supervisory access to the information is strictly limited to business need. Any employee may make an appointment to review his/her personnel file in the presence of the College HR assistant.

### **Self Evaluation**

The standard has been met. The Business Office maintains secure employee personnel files. The college human resources assistant is responsible for the files and their

contents. Only authorized personnel have access to personnel records. There have been no instances in which personnel files have been misused or misplaced. Employees may make an appointment with the college human resources assistant to see their personnel files at any time. The HR assistant remains present during the file review and can answer any questions the employee may have.

Electronic personnel information is maintained in the District's Datatel system. District Information Technology has installed appropriate measures to protect the confidentiality of the data. Access to this data is only authorized by an employee's supervisor and must be directly related to the employee's job function.

As of January 2014, the District HR Department, in conjunction with Information Technology & Services, purchased scanners and has chosen a company for the electronic storage of all personnel files, *Hyland On-Base*. Since District HR specialists review, audit and approve all hiring and salary actions prepared by College Human Resources, the common location of hiring documents, subsequent salary action or position change documents, and benefits documents, will streamline the employment and payroll functions for the District. The eventual goal is to scan all employee personnel files into *On-Base*. In turn, all campus Business Directors and College Human Resources Assistants may see the personnel file contents without trading a physical file between campuses. Also, the Chancellor of Administrative Services and the Vice Chancellor/Chief Human Resources Officer will have access to any employee's personnel file, and furthermore may establish and maintain a confidential component of a personnel file only accessible to them. This would occur with specific disciplinary actions. Levels of file review may be set or revoked by the system administrator. A two-day training was held March 12 & 13, 2014 with all HR Specialists and HR Assistants throughout the District with the company's New York representative for scanner training, the practice of indexing documents under a variety of document types, and to come to an agreement on a standard approach for categorizing the file contents (Evidence: Meeting agendas, *On-Base Training Manual*).

### **Actionable Improvement Plans**

None.

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

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

### **Descriptive Summary**

The District's vision statement emphasizes the commitment to diversity: "...our colleges transform lives. We are agents of equity, compassion, and excellence, building upon the diverse strengths of our students, faculty and staff. We thrive upon

the learning and success of all of our students.” The College mission statement states that it “provides quality educational opportunities for those within the changing and diverse communities it serves.” (Evidence: Mission Statement).

Human Resources Procedure 1010.01 – Interim Nondiscrimination Procedures and Faculty and Staff Diversity Program (FSDP) (Evidence: HR Policies and Procedures Manual 1010.01) stipulates the responsibilities of the District in this regard. The District’s Non-Discrimination Policy included in the College Catalog (Evidence: LMC Catalog), schedule of classes (Evidence: LMC Schedule of Classes ) and Student Handbook, which states that the colleges are committed to equal opportunity in educational programs and campus life.

LMC has had numerous professional development activities around diversity issues. Most prominent during recent years have been two “all college day” presentations on the latest state and local demographic changes and how best to meet the needs of the changing student clientele. The College has been working with the Campus Change Network (CCN) to provide on-going professional development in this area. LMC finished its work with CCN in 2009. Approximately a year later, the IDEA group became a formal SGC Committee.

Two proactive workforce diversity efforts which support LMC’s diversity goals are the 4CD Leadership Institute (4CDLI) and an internship program.(Evidence: 4CDLI Advanced, and the Teaching Excellence Internship Program). Over the past three years, the 4CDLI programs have graduated 45 individuals, many of whom have advanced in their career – seven have been from Los Medanos College. The Teaching Excellence Internship Program was initiated by District Human Resources, with two interns in the program at LMC. This highly successful program resulted in job offers to six candidates of varying backgrounds within the District -- four were employed by Los Medanos College as adjunct professors after completing the program. A review of the internship program is underway this semester, with input sought from the first cohort which completed the program in fall 2012. Both 4CDLI and the internship program will be modified and improved as needed, and continued in the coming years.

The College has also renovated and constructed facilities to comply with the American with Disabilities Act. During the past decade or so, \$1.7 million has been spent to make the facilities more accessible, including modifications to doors, restrooms, parking lots, and ramps. LMC’s three new buildings meet all of the latest access requirements.

### **Self Evaluation**

The standard has been met with the College and District commitment to equity and diversity, as noted in numerous planning documents. The College continues to encourage diversity in its employees and student body. In implementing the

commitment to diversity and ensuring legal compliance, the College incorporates a number of policies and procedures relating to hiring. The cornerstone is Human Resources Procedure 1010.02, the Uniform Employment Section Guide (UESG) (Evidence: Uniform Employment Selection Guide) The UESG went through an extensive review over the course of two years, 2010 and 2011, with changes approved by all appropriate constituents and approved by the Governing Board on April 27, 2012. The District also follows guidelines included in Board Policy 2001, Non-discrimination Policy (Evidence: Board Policy 2001) which stipulates out the District's commitment to equal access in recruitment, selection, promotion and transfer. District staff made a presentation to the March 27, 2013 Governing Board entitled, "Strategic Conversation on Ethnic Diversity in the CCCCD Workplace." (Evidence: Presentation materials). The presentation included a report on the District's workforce diversity efforts and student, employee and service area demographic information. The data revealed very little change in demographics over the last four years -- longer term, by decades, more clearly illustrates that as the county population is becoming more diverse, so too are the District's students and employees.

Curricular offerings in ethnic/multicultural studies continue to expand. Student Activities and Student Life promote student clubs and events on campus, facilitating coordination with important community milestones, local events, important holidays, health issue awareness and various celebrations. Open to all students and campus personnel, these gatherings help tie many activities on campus with diversity issues and are designed to promote opportunity for all. Currently there are 30 chartered clubs at the College.

The Institutional Development for Equity and Access (IDEA) Committee was formed on campus in 2008 and is a formally authorized shared governance committee. The purpose of IDEA is to inspire and advocate for an institutional culture that defines, values and promotes equity, inclusion and social justice for all members of the College community. IDEA facilitates and aims to coordinate organized action to shift diversity, equity, and inclusion from the periphery of the college's activities to the center of the institution's mission, policies and programs.

Staff development activities focusing on access, equity and success have increased in recent years. (Evidence: FLEX Workshop Spring 2013, Looking Out, Looking In. CUE study) - see also District and Governing Board Special Meetings on Diversity and Hiring spring/fall, 2013.

The College has made significant progress in bringing its older facilities into compliance with the Americans with Disabilities Act, as demonstrated by major renovation projects, both completed and underway.

In referencing the District Research report, *District Workforce Diversity Efforts and Student, Employee and Service Area Demographics*, February 2013 (Evidence: Report of the same name), we find the comparison of the employee profile with that of local residents revealed that there is a higher percentage of both African American and Asian

students at each of the three colleges relative to their respective service areas. Examination of the District hiring patterns over the last decades reveals a movement toward greater alignment with the county ethnicity profile. Employment of Hispanics has increased across all three colleges and the District and today, all four institutions employ higher percentages of Hispanics than in 2000. Comparing the ethnicity profiles of the colleges with that of their service areas and likewise of the District with the county is made more meaningful if the education level and work experience of residents can be determined. Given that there are measureable and often sizable differences in the levels of education attainment across ethnic groups, perfect parity between employee and residential profiles is difficult to achieve.

### **Actionable Improvement Plan**

None.

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

#### **Descriptive Summary**

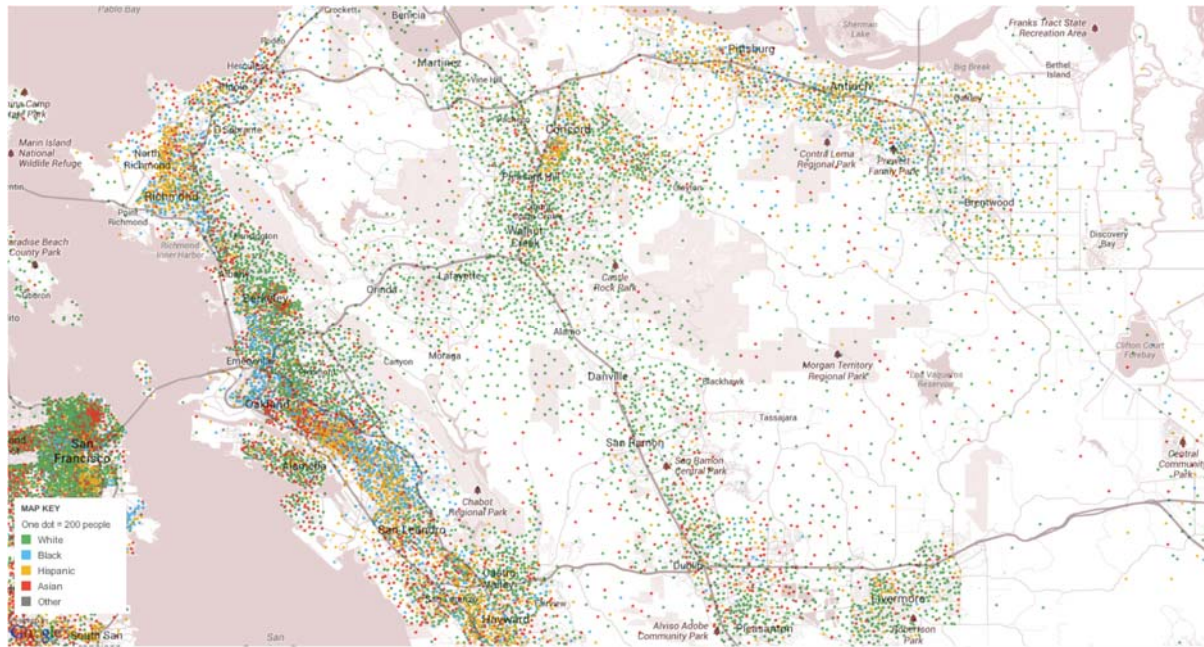
The District and college continue to support – and implement – the policies on non-discrimination and equal opportunity. Every effort is made to attract diverse applicant pools. The District Equal Opportunity and Diversity Advisory Committee supports these efforts.

The college continues to have a diverse workforce, although diversity in some specific categories has decreased due to retirements and the lack of fiscal resources to fill the positions. The District Research report, *District Workforce Diversity Efforts and Student, Employee and Service Area Demographics*, February 2013 (Evidence: Report of the same name), revealed that the employee profiles for each college have remained largely stable over the last four years in terms of the percentages captured in the five primary ethnicity groups of Asian, African, American, Filipino, Hispanic and White. The data reveals some variability over the last four years within certain categories of employees; however, given the limitations of the data in terms of the timeline and sample sizes, it is difficult to determine whether this variability indicates the emergence of a trend. That said, there is some evidence of a modest reapportionment of ethnicities across several employee categories.

The following charts and data were presented in the District's Environmental Scan, dated August 27, 2013 (Evidence: Environment Scan Study):

### **Distribution of Racial and Ethnicity Groups in Contra Costa and Alameda**

# Counties



Maps were taken from the New York Times online resource titled: *Mapping America: Every City, Every Block* (link: <http://projects.nytimes.com/census/2010/explorer?ref=us>). Map source data come from the Census Bureau's American Community Survey, based on samples from 2005 to 2009. Because these figures are based on samples, they are subject to a margin of error, particularly in places with a low population, and are best regarded as estimates.



## Ethnicity Narrative

### West County

#### Ethnically diverse

- Highest concentration of residents of Asian African Americans & Hispanic decent.

#### Rapid decline of African-Americans; Edging toward parity with the county

- Rapid decline in African American population (-28%)
- Slowest growth in Asian residents
- Only area to experience an increase in White residents

### Central County

#### Least diverse

- Nearly two of every three residents are White; all remaining ethnic groups having lower concentrations than the county average

#### Growing more diverse

- Rapid growth among Asian (67%) and Hispanic residents (44%)
- For every new Hispanic resident the region lost one White resident

### East County

#### Bimodal population

- Three of every four residents are either White or Hispanic

#### Rapid growth among minorities

- Growth in Hispanic residents outpaced all other ethnic groups combined
- Fastest growing region among African Americans
- Most rapid decline of White residents

Note: Data from 2000 to 2011.  
Data sources: U.S. Census Bureau; American Community Survey.



Work continues with the Workforce Diversity Efforts undertaken at the District level, and implementation will occur as strategic initiatives are approved as a result of the forthcoming District Strategic Plan 2014-2018. A special presentation to the Governing Board was made on March 27, 2013 entitled *Strategic Conversation on Ethnic Diversity in the CCCCD Workplace* (Evidence: Presentation materials). Next steps and conclusions from that meeting identified the District's challenge in keeping its employee demographic shifts in pace with county and student demographic shifts. The report indicates that upon delivery of the State's model EEO Program, the District will integrate said model into existing policies, procedures, and outreach and recruitment efforts. Until then, the District will continue its broad recruitment outreach and seek ideas for untapped sources.

The Draft District Strategic Plan 2014-2018 identifies the following objective: "Conduct focused recruitment efforts that result in the hiring of employees who are sensitive to and knowledgeable of the needs of our continually changing student body." A training opportunity was undertaken in February 2014 by the District Human Resources Department, "Hiring the Best While Developing Diversity in the Workplace: Legal Requirements and Best practices for Screening Committees." This unique workshop developed specifically for hiring committees and those involved in the hiring process was facilitated by Laura Schulkind of Liebert, Cassidy and Whitmore and the lead attorney in the most recent Title 5 rewrites of the Equal Employment Opportunity (EEO) regulations. This training is fulfilling current Title 5 Regulations requiring all members of district screening and/or selection committees to receive training in Title 5 EEO requirements (Evidence: Informational e-mail; training PowerPoint document).

### **Self Evaluation**

The standard has been met. Although information related to diversity in recruitment and hiring is compiled, the District has yet to utilize the data in its hiring processes. The next step is for the District to complete the required diversity plan and submit it to the State Chancellor's Office. The District remains committed to equity and diversity in its staff to better serve its students and community.

### **Actionable Improvement Plan**

Upon approval and adoption of the college and District's 5-year strategic plan and with guidance from the State's EEO Plan, LMC will take immediate action to review any policy and procedure changes necessary in our current hiring practices. This may include, but is not limited to, the establishment or assignment of tasks to appropriate committees to actuate changes, and the revision of any written documentation that supports hiring practices. This will ensure hiring pools continue to be representative of the colleges' service area, and all State and local policy and procedure is precisely

followed.

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

**Descriptive Summary**

A key point in the District's mission statement (Evidence: District's Mission Statement) is "striving for integrity and ethical behavior in all we do." The District has numerous policies and procedures – available in manuals and electronically – all designed to treat employees and students in a fair and effective manner.

LMC has several statements related to integrity in the "our values" statement (Evidence: LMC Catalog ), which is published in the College Catalog: "We value the importance of critical thinking, effective communication, ethical behavior and diversity"; "in collaboration we learn to value multiple perspectives and resolve conflict in constructive ways"; "we want an organization that has clear decision- making processes that embody these same competencies and expresses them in consistent, unambiguous policies and procedures." The institution strives to live out these values in its dealings with employees and students.

Procedures exist for addressing unlawful discrimination and harassment applicable to staff and students. It is the policy of the District to apply the highest ethical principles and standards of conduct to all members of the District community – managers, faculty, classified and students. The District is committed to the principle of trustworthiness, respect, responsibility, fairness and stewardship. The District's Code of Ethics and Student Code of Conduct contains general guidelines for conducting business with the highest standards (Evidence: District Code of Ethics; Student Code of Conduct).

The District is committed to an environment where open, honest communications are the expectation, not the exception. The District wants you to feel comfortable in approaching administration in instances where you believe violations of policies or procedures have occurred, hence its [Whistleblower Protection](#) policy. In situations where you prefer to report the violation in confidence or anonymity, you are encouraged to contact EthicsPoint Inc., a hotline provider independent of the District, by either **clicking on this [make a report](#) link or dialing 855-433-9922** (toll-free within the United States). The District assures you that any information provided to EthicsPoint will remain confidential and anonymous (if you choose) when communicated to the District.

Reports on violations of the District's policies and procedures are taken seriously. Upon completion of your report, you will be assigned a unique code called a "report key" and asked to set a password. Please keep this information and use it to [Follow-up on a Report](#) after **5-6** business days, for feedback or questions.

Students may follow grievance procedures for addressing student dissatisfaction related

to services, faculty, staff, and final grade appeals (Evidence: Board Policy 2001; HR Procedure 1040.07; Curriculum and Instruction Procedure 4005; Student Complaint Form). All resources available to students are located on our website, in the Catalog, or hard copies in the Student Life Office, the Counseling Center, the Information Center and the Brentwood Center.

### **Self Evaluation**

The standard has been met. LMC's administration is committed to treating employees and students with integrity and consistently tries to follow existing policies, procedures and contracts. The college has experienced only a small number of employee grievances over the years, indicating compliance with collective bargaining agreements, which are designed to protect employee rights.

The college president and Shared Governance Council have also made it a priority to improve/increase communication with employees regarding significant college issues. (Evidence: Minutes from Faculty Assemblies, faculty surveys, posted archived agendas and minutes from committees, LMC Intranet Instruction Office).

### **Actionable Improvement Plan**

None.

**III.A.5 - The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

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

### **Descriptive Summary**

The Professional Development function is part of the Office of College Advancement and is managed by the senior foundation director and an administrative assistant who acts as the professional development coordinator and flex coordinator.

LMC plans and offers professional development activities based on needs identified by its employees in the annual District-wide Professional Development Survey, as well as surveys and evaluations conducted as follow-up to professional development (Flex) activities, including Focused Flex days, All College Days, and individual workshops. The Professional Development Advisory Committee (PDAC) includes subcommittees: Conference Funding Review, Teaching and Learning/Nexus, Orientation, Technology,

Health and Wellness, and Leadership. Both staff members are co-chairs of PDAC and members of the Local Planning Group (LPG), as well as members and chairs of several PDAC subcommittees. PDAC and the LPG, which plans Flex activities, meet once a month and review input acquired about employees' professional development needs. In addition, college-wide initiatives and gaps are identified and discussed for possible future professional development offerings. The information collected (See Evidence below) is used to design and improve future professional development (Flex) workshops and other professional development activities.

The process is described in the following example about how the institution selected a topic for Focused Flex Day for fall 2013. LPG reviewed evaluations and feedback from the fall 2012 semester in considering topics for the fall 2013 Focused Flex. It was determined (through surveys conducted in spring fall 2012 and spring 2013 by the Learning Management Task Force and professional development activity evaluations and the annual District-wide Professional Development Survey administered in fall, 2012, that Technology in the Classroom was a top priority. Information about Desire to Learn, the new Learning Management System, was identified by 57 percent of the 72 respondents as a need in the professional development survey results for LMC.

A second topic was identified after LPG members noted another highly rated priority under the Teaching and Learning section of the 2012-13 annual survey were Culturally Relevant Pedagogy (42 percent), Equity Issues (41 percent), and Teaching Underprepared Students (55 percent). In addition, under the survey section "Leadership and Job Skills", Cultural Competency was identified by 34 percent of the respondents as a desired topic to address. After some discussion, the group chose "Cultural Competency and Unconscious Bias" as the focus for the spring 2013 Focused Flex Day. A planning committee representing all employee groups met and designed the very successful day, which was attended by over 80 participants – it was titled "Looking In-Looking Out: A Conversation about Unconscious Bias and Cultural Competence." During the review process of the evaluations of the day, both PDAC and LPG noted the need to continue the work and discussion which began during this Focused Flex day.

In this case, there was a need to offer continuing professional development on this topic from one semester to the next, as noted in the example above. In March 2013, LPG met to determine the need for Focused Flex for fall 2013, and the decision was made to recommend to the President's Council that the continuation of this work occur during the spring semester, as well as for fall 2013 Focused Flex. A deeper conversation continued during fall, 2013 Focused Flex, when the college invited educator Greg Tanaka to guide participants in all day workshop which continued the work of the Looking In-Looking Planning Committee.

#### Professional Development Committees Identify Workshops and Activities

PDAC has six active subcommittees that were established to match the strands used in the sections of the District-wide professional development survey. Each of the subcommittees meets and reviews the needs identified in the survey results within their strand, as well as other information they gather, and recommendations are made for professional development to address those needs. Proposals and funding requests are submitted by the subcommittees and reviewed by the larger PDAC, which makes decisions regarding allocations. Often these proposals come from personnel who are not members of PDAC, but have been part of the larger campus community and needed a pathway to fund and support the activity they have created. In addition, a subcommittee was created to review and prioritize requests for conference funding and attendance by employees. The six strands are:

- Orientation and Nexus
- Teaching and Learning
- Technology
- Leadership
- Health and Wellness
- Conference Funding Review for staff, faculty and managers to submit requests for conference funding for outside professional development. These requests are coordinated with other funding sources on campus such as grants, departmental funds, and other resources that may be available.

### PDAC and LPG Membership

PDAC's membership includes each employee group equally. In addition, while LPG membership is governed by the faculty contract, requiring a defined number of voting faculty and managers, classified staff representatives from PDAC have been invited to regularly attend and provide input during LPG meetings and in decision-making for Flex. In addition, members of both the PDAC and LPG committees jointly hold seats on other campus committees, such as the Teaching and Learning Committee, Idea, EXITO-HSI Steering Committee, Distance Ed Task Force, and the District-wide Professional Development Committee, as well as LMC student services committees, which enhances the membership's ability to be informed of professional development needs across the campus. The College also gathers other input that aligns with the institutional mission and teaching and learning needs. The Teaching and Learning Committee is an active committee which coordinates college-wide assessment and assessment-related professional development efforts, with the goal of improving teaching and learning. In addition, the PDAC Teaching and Learning Subcommittee created an opportunity for faculty to work together in partnerships to learn from each other about innovative ways to teach, including a Focused Flex day during the 2011-2012 academic year and other related workshops held each semester during Flex week. The College also supported

and hosted a two-day orientation for new faculty in June, 2013. Finally several teaching mentorship partnership opportunities were created by the subcommittee (Faculty Network) which provided resources to support faculty in partnering together to share and learn from each other about teaching. Final reports of these activities are available.

Classified staff professional development needs are currently met through multiple offerings. The most significant regular activity is Job Links, which is hosted by a planning committee of Classified Staff representatives throughout the District. The workshops are held all day in June and are organized similar to a conference. All employees are welcome, but the event is mainly attended by classified staff. In addition, in February, 2014, the District announced that the District-wide Professional Development Committee has facilitated an opportunity for all CCCCD employees access to a full year of free access to lynda.com, a quality web-based on-line library of software tools and other skills learning tools such as project management, customer service, marketing tips, productivity pointers, etc. LMC's PDAC also provided their affirmative recommendation for the purchase when consulted prior to purchase of lynda.com. The members of the professional development committees at the District and at LMC are excited at this opportunity to provide quality professional development in response to many employees' request for software training.

LMC and the District have been providing multiple strategies for training faculty on the new course management system, Desire 2 Learn (D2L). Trainings include workshops during PD (Flex) week at LMC, workshops at DVC, follow-up f2f trainings including "Skype" sessions. The fall, 2014 Focused Professional Learning (Flex) day will be a full day of workshops and speakers focusing on "Innovative Technology". The workshops will include technology trainings specifically for faculty, staff and managers.

All staff are also encouraged to both submit presentation proposals and attend professional development (Flex) activities during Professional Development (Flex) week, with the best participation taking place during All College Day/Opening Day and Focused Flex activities. In answer to a college-wide request for input on what the focus should be for Focused PD (Flex) for Spring, 2014, the Classified Senate was consulted and they recommended a focus on "Safety". Management agreed and the spring, 2014 Focused PD (Flex) was titled "All About Safety" with a full day of activities addressing the following topics:

- Red Cross Presentation on Ensuring Your Safety
- How LMC is Ensuring Campus Safety
- Safety Video - Active Shooter (64% of workshop responses valued this workshop as the most beneficial). (Ref. Spring, 2014 Focused Flex/All College Day Survey monkey results)
- Simulation exercises in small groups

- Hands-on Fire Extinguisher Training

### **Self Evaluation**

LMC meets this standard. Employee feedback from Overall Flex-All College Day-Focused Flex (All About Safety) evaluations was positive, and comments include:

- “Best All College Day ever.”
- “I LOVED hearing from real LMC Students! It was so inspiring! (spring 2014 All College Day)
- When asked which professional development activity during SP14 Flex influenced your work the most, a respondent stated “Opening Day-Nick Garcia’s presentation”.
- “I really enjoyed the entire workshop on Strategic planning, especially as a new faculty member!” (Spring, 2014)

While some classified staff are able to leave their work areas during the week prior to the start of the semester, many are not. Discussions are taking place in PDAC, Classified Senate, and in President’s Council on ways to increase and welcome classified staff to professional development opportunities including encouragement and support by department managers. Classified staff are also welcome to submit requests to the PDAC Conference Funding committee for conference attendance, as well as to request funding from their departments. Selected members of the Classified staff were invited to attend the Student Success Conference in San Francisco in October, 2013.

The CCCCDC offers an annual Leadership Institute, open to members of all employee groups who apply and are selected. Classified are well-represented at the Institute. In addition, the District’s Chancellor will be taking a sabbatical in fall, 2014 to research professional development best practices and how to bring those practices to CCCCDC employees, with one of the primary goals of “improving employee morale through professional development.”

In an Employee Satisfaction Survey distributed to LMC employees in January, 2014 by the LMC Office of Planning and Institutional Effectiveness, responses to questions on pages 8-9 were reviewed and evaluated by the Office of College Advancement and the results are listed below:

“The following percentages are those who strongly or moderately agree with the statement:

- 78% LMC provides effective PD opportunities

- 71% Made changes to their curriculum, pedagogy and strategies of working with students as a result of their participation in PD
- 74% of employees are encouraged to participate in PD by their supervisors
- 83% - increased their engagement and collaboration with colleagues across campus
- 87% enhanced their personal and professional skills
- 83% Feel like PD has had a positive effect on the success of students!”

PDAC and professional development staff feel confident that LMC is creating and maintaining a culture of professional development with the ultimate goal of the improved success of our students.

During a Strategic Planning session held by the Office of Planning and Institutional Effectiveness in January, 2014, Gregory Stoup, Sr. Dean of Research and Planning, shared a chart provided by the RP Group which compiled the results of their study in 2009 on levels of activity at California Community Colleges on state-wide professional development initiatives which are listed below:

#### **PROFESSIONAL DEVELOPMENT PROGRAMS**

- Faculty Inquiry Network (FIN)
- Strategic Literacy Initiative (SLI)
- California Leadership Alliance for Student Success (CLASS)
- CCC BSI Professional Learning Network (3CSN)
- Digital Bridge Academy (DBA)

Los Medanos College had the highest incidence of involvement in all types of professional development included in the study in the state. (Evidence: RP Groups study on participation by California Community Colleges in statewide professional development initiatives).

Continued efforts are being made to identify and collaborate with “pockets” of professional development across campus. Personnel are encouraged to post all trainings on the District’s Professional Development registration site so that professional development activities can be documented, coordinated and reported. Staff of LPG and PDAC communicate with the campus community throughout the semester to notify personnel about training opportunities, options for Flex credit hours, and related processes. Continuing improvements to processes are designed by PD staff and committee members based on feedback solicited through evaluation survey feedback after “Flex” week.

Continue to identify gaps and needs in professional development and research opportunities to fill these needs. This is done by the members of PDAC and LPG who are representatives on multiple campus committees and members of multiple departments where input can be gathered and shared at their meetings. The Professional Development Coordinator, currently working as an Administrative Assistant for the Office of College Advancement, is the co-Chair of PDAC and staff liaison to LPG, and



coordinates many of the processes and activities for PDAC and LPG campus-wide. There is a Resource Allocation proposal to establish a full-time Professional Development Coordinator, a position more in line with the campuses missions and goals in the area of professional development. The Hay Group Study currently underway for all classified positions may also conclude that the Administrative Assistant currently performing these job duties should be reclassified as a Professional Development Coordinator for their role supporting the campuses efforts.

### **Actionable Improvement Plans**

None.

**b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

### **Descriptive Summary**

The college offers professional development based on the identified needs of its personnel as described above. A list of what is offered can be found on the District registration site on *InSite*. In addition, the institution allocates funding for its personnel to attend conferences based on available resources, review for appropriateness of content and funding recommendations by PDAC. The Office of College Advancement oversees this process and maintains records of PDAC review of conference funding.

The institution identifies teaching and learning needs through review of the district-wide professional development survey results for teaching and learning; through the work of its Teaching and Learning Committee (TLC) and the PDAC Teaching and Learning Subcommittee, and other interdepartmental committees. Teaching and learning needs are identified in these surveys and are used as a guide in creating new and continuing professional development activities.

The new five-year assessment cycle (see TLC webpage) streamlines the assessment model and integrates SLO assessment with course outline revisions, professional development and resource allocation processes by connecting it to the comprehensive unit/program review and the required annual update. This updated process allows for the identification of needs for professional development at the course, program, and institutional level.

Academic program reviews indicate that the advisory boards required in the CTE areas provide helpful professional development to staff and faculty in the areas of identifying the type and focus of training LMC students should have to seek employment in the local

workforce. (e.g. Business Dept. and the Retail Management Advisory Board)

PDAC and its subcommittees continually refer to the results of the annual District-wide professional development survey and identify priorities both at the beginning of the academic year, as well as throughout the year as new or changing initiatives occur that require professional development resources. At the conclusion of each professional development activity, surveys are collected from participants on the value and content of the activity.

The PDAC Conference Review Subcommittee and Office of College Advancement staff regularly follow up with conference attendees with a survey monkey immediately upon their return from the conference requesting feedback on their experience. (see Evidence: Post-conference Survey Monkey results and Application for Conference Funding form). In addition, the PDAC Conference Funding application form includes questions about the attendee's plans to share the information with the campus, their department, other staff, etc. and the response is considered a crucial piece of the funding decision-making criteria.

### **Self Evaluation**

The standard has been met. The College evaluates all of its Flex workshops and other professional development activities with a basic evaluation form provided by the District. In addition, further custom evaluation is often done using a more targeted approach, such as Survey Monkey. With this additional information, the College can offer new or continued activities that are customized to employees' identified needs. Customized surveys using Survey Monkey have been used to "drill down" to obtain more specific feedback about professional development activities -- examples include the post-conference survey that is sent to all conference attendees funded by PDAC when they return from their conference and the Survey Monkey that is sent out immediately after Flex week.

The College's goal is to strive for higher response rates to the district-wide professional development survey. Classified staff attendance at Flex activities is sometimes low; more formal support from management is needed. Another idea is to schedule an entire day for Professional Development so that varying schedules and business needs can be addressed. The PDAC Conference Funding subcommittee has created a new funding rubric and criteria for the review and approval process for conference funding and evaluation/assessment of conference attendance.

The expansion of Distance education is indicated under many department program improvement summaries. These new on-line course offerings will require an integrated strategic training plan for both the technical aspects of this undertaking, as well as the pedagogical aspect. Management planning, coordination and oversight of this program needs to be considered. A RAP proposal was approved for educational technology staff

for 2013-14. With this funding, two faculty members have received release time to co-chair the Distance Education Committee. One of these co-chairs will also lead the coordination of distance education training and is maintaining a webpage for information on training.

The College needs to collect and make available the data that indicates increased professional development both within departments and campus-wide has a documentable effect on student success.

PDAC's self-submitted charges to SGC (approved by SGC Feb.2014-see PDAC Report to SGC for evidence) include the evaluation of the impact of professional development on student success. The institution as a whole is currently considering additional methods to do this assessment (See Planning and Institutional Effectiveness and Office of Instruction - *CurricuNet* (Assessment) including the review of program review documents which currently include specific examples of newly implemented professional development and the impact on students performance in the classroom. (Evidence: See GE report spring 2014). PDAC is currently looking at new strategies to work in a more integrated way with the Academic Senate Teaching and Learning Committee which focuses on Assessment. In addition, the RAP process has incorporated professional development into their application tool, which will supply additional information about what is happening on campus in relation the effects of professional development on student success. It is hoped that with a dedicated Professional Development Coordinator and Faculty Development Coordinator, more time can be spent identifying and studying the data.

### **Actionable Improvement Plan**

None.

**III.A.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.**

### **Descriptive Summary**

The Educational Master Plan (Evidence: Plan) (EMP), completely revised during the 2006-07 academic year, drives all planning at the College. The plan's values (learning, collaboration, communication and engagement with the community) and goals – improved learning, a goal-oriented educational environment, high quality programs, fiscal well being and innovation/ inclusiveness/ collaboration – all have clear impact on human resources decisions.

The local Box 2A group (prioritization of faculty hiring requests) uses the EMP as one of the criteria in determining its recommendations for hires to the college president. It also considers specific priorities, such as the Puente Program and developmental education initiatives, in determining the ranking of position requests for full-time faculty.

The Shared Governance Council also considers the EMP in making classified hiring recommendations to the president. The District commissioned the Hay Group to study all confidential, management and supervisory positions to make sure that they were appropriately defined, classified and aligned (Evidence: CCCCD Classification and Compensation Study-Results and market Analysis, February 2007; Governing Board Report No. 30-A, Date October 24, 2007). As a result, the classification of some positions changed, effective during the 2007-08 academic year. A new and more comprehensive study is now underway by the Hay Group for all classified job titles. In three distinct job families, each classified employee of the college and their supervisors attended a college assembly. In this assembly, the process of position evaluation was discussed and each classified employee was instructed to review his/her current job description, and choose whether the job description was adequate. If not, the Hay Group provided a template and guide for the evaluation of job duties, and how to submit a more complete description of tasks performed and the percent of time those tasks take. There was a deadline for submission to their supervisor, and the supervisor had a review and comment timeline. The Hay Group is currently comparing all classified job titles to the market, and planned on revealing those results to District management and Local 1 in August, 2014. Subsequent action may be the changes of job titles and salary ranges for a variety of classified employees.

Beginning with the fall 2006 program review/planning, the process (Evidence: Program Review Docs) asked all programs to state their resource needs for the next three years, including human resources. A specific question was asked regarding the adequacy of program full-time faculty and staff.

The LMC management team regularly assesses the effectiveness of the College's human resources by timely implementation of employee evaluation processes and by periodic evaluation of the overall college structure. As a result, improvements are proposed and implemented. At times, these reviews result in the Local 1 reclassification process for staff. More specifically, each time a position vacancy occurs, the department and management conduct an assessment of the need to fill the position "as is", to modify it based on changing College needs or to determine that the position is no longer needed. In the latter case, the position may be reallocated to cover a more pressing institutional need.

### **Self Evaluation**

The standard has been met. LMC has well designed planning processes, which clearly ties human resources planning to the Educational Master Plan and College mission. The

College evaluates the effectiveness of its human resources, as demonstrated by the president's implementation of a significant reorganization (Evidence: Org Chart, Assembly presentations) in 2013 - examples include adding a new instructional dean and the realignment of instructional areas with equal general education requirement departments, placement of Brentwood Center under the senior dean of student services and elimination of several management positions.

**Actionable Improvement Plan**

None.