

Standard III.A – Human Resources

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

III.A.1

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

Descriptive Summary

The Peralta Community College District Office of Human Resources and Employee Relations works closely with Berkeley City College to ensure that it employs qualified personnel at all levels in order to support student learning programs and services and improve institutional effectiveness.

Developed through the participatory governance process, District hiring policies and procedures for faculty, classified staff, and administrators are available for all screening committees. In addition, a representative from the Office of Human Resources and Employee Relations is available to all screening committees to assist with the recruitment, paper screening, and interview processes.

The employment process begins with adhering to the hiring policies and administrative procedures for each respective classification – administrators, full-time faculty, part-time faculty, and classified staff. [District Board policies and administrative procedures](#) provide clear direction on identifying and hiring qualified staff and faculty. These Board Policies and Administrative Procedures are published online, listed by category.

Board Policies 3410 (Nondiscrimination), 3420 (Equal Employment Opportunity), and 7100 (Commitment to Diversity) subscribe to principles of human resource management that promote equal access, equal employment opportunity, and equal treatment and fairness.

Board Policies 7120 (Recruitment and Hiring), 7210 (Academic Employees), 7230 (Classified Employees), 7240 (Confidential Employees), 7250 (Academic Administrators), and 7260 (Classified Managers) set forth the policies for each category of employment.

Administrative Procedures 7121 (Faculty Hiring), 7123 (Hiring Procedures for Regular Academic and Classified Managers), and 7125 (Hiring Acting and Interim Academic and Non-Academic Administrators) detail the steps in the hiring processes for each category of employment. [Collective bargaining agreements](#) establish the terms and conditions of employment and the rights of the parties to these agreements for classified staff and faculty.

Self Evaluation

The College meets this Standard. College hiring processes adhere to Board policies and administrative procedures, which are clearly and publicly stated and ensure that appropriately qualified personnel are hired.

Actionable Improvement Plan

None.

III.A.1.a.

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

Descriptive Summary

The hiring process for all employee groups – classified staff, faculty and administrators – includes the development of the job announcement, selection of the screening committee, development of screening criteria and interview questions with desired responses, screening of application materials, screening of candidates, recommendation of finalists, final interviews, reference checks, and final approval process by the College President and the Chancellor.

To ensure that qualifications for each position match programmatic needs and the College Mission, Vision, and Values, the hiring process begins at the department or unit level with development of clearly defined and relevant job descriptions. The job descriptions for classified staff and managers are created based upon the needs of the College and are reviewed by the Office of Human Resources so that the employment announcement states the necessary knowledge, skills, and abilities required to carry out each job's duties and responsibilities in an effective manner.

The District Office of Human Resources and Employee Relations (HR) maintains job class specifications and descriptions for classified staff on the HR website, providing access to job classification information for all internal and external applicants. Consistent with Board Policy 7230 and Administrative Procedure 7260, the Office of Human Resources maintains a classification plan that defines all classified positions. This plan allocates classified positions to appropriate classes, arranges them into occupational hierarchies (job families), determines relationships between classes, and prepares written class specifications. Each class specification includes class title, definition of the class, distinguishing characteristics which differentiate the class from other related or similar classes, examples of duties allocated to the class, and a statement of the minimum qualifications for service in the particular class. When the process for approval of a position is completed at the College through its program review and shared governance structures, the Director of Human Resources ensures that the employment opportunity notices contain the correct class specifications. If there is a proposed change in the duties of existing positions, the Director of Human Resources conducts a review to determine whether the position should be allocated to a new or different class.

Program planning drives the faculty hiring processes. All faculty positions are based upon needs identified and supported by relevant data and analysis in departmental program reviews or annual program updates. Once positions are identified, faculty members play a critical role in the development of the job announcement. Faculty job announcements clearly state minimum qualifications, emphasizing the importance of disciplinary knowledge, current pedagogy, and commitment to student learning. Minimum qualifications are predicated on the minimum standards adopted by the Board of Governors of the California Community Colleges, as outlined in [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#). However, the department may also include “desirable qualifications” to the job announcement. These desirable qualifications go beyond the minimum qualifications as a means to reflect those qualities that are considered of highest value to the department and the College.

Administrative Procedure 7211 (Minimum Qualifications and Equivalencies) details the District’s equivalency policy. It states that all applicants for faculty positions who possess “qualifications that are at least equivalent” to the state’s minimum qualifications shall be provided an avenue to request a determination of equivalency. When an applicant seeks equivalency review, the District Academic President appoints an Equivalency Committee, composed of three contract faculty members in the discipline, who evaluate the applicant’s academic qualifications, pertinent experience, and relevant coursework. Each member of the Equivalency Committee independently assesses the materials submitted by the applicant. The committee makes its final decision by majority vote. Denial of equivalency by the Equivalency Committee is final and cannot be overturned unless the applicant provides new information. Only formal education is considered the equivalent in a discipline which requires a Master’s degree as a minimum qualification. The District Office of Human Resources maintains the files of all equivalency determinations.

The District Office of Human Resources ensures that job announcements are directly related to the Mission, Vision, and Values and Goals of the College by reviewing and updating job

descriptions prior to each recruitment announcement. Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated in a variety of sources accessible to the public via the District's website under the [Office of Human Resources](#). All job descriptions contain general responsibilities, representative duties, supervisory relationships, minimum and desired qualifications, and listings of any licensure or certification required to perform the duties of the position. Job announcements are advertised on the District's website through internal memos regarding employment opportunities and through the California Community College Registry. Additionally, the PeopleAdmin applicant tracking system provides for an on-line application process for all applicants and web-based advertising. Depending on the position, additional recruitment may include resources such as *The Chronicle of Higher Education*, *Women in Higher Education*, or *Diverse Issues in Higher Education*, as well as on-line job boards or recruitment fairs.

Initial screening of application materials begins at the District Office. Human Resources personnel review the applications to ensure that candidates meet the respective minimum qualifications and hold degrees from institutions accredited by a United States accrediting agency. Candidates must submit complete transcripts of all baccalaureate and graduate level coursework with the degree conferral dates. Transcripts from countries other than the United States must be evaluated by an agency that is a member of the National Association of Credentials Evaluation Service (NACES). Any applicants that do not meet the minimum qualifications are eliminated from the process.

After the initial screening, files of eligible candidates are sent to selection (hiring) committees. Faculty play a significant role in the hiring process in all selection of faculty and administrator committees. [Administrative Procedures 7121](#) (Faculty Hiring), [AP 7123](#) (Hiring Procedures for Regular Academic and Classified Managers), and [AP 7125](#) (Hiring Acting and Interim Academic and Non-Academic Administrators) detail the steps in the hiring processes for each category of employment and the compositions of the selection committees. The College Academic Senate President recommends appointment of faculty members to hiring committees. The College Classified Senate President recommends appointments of classified staff. The College President recommends appointment of an administrator to each hiring committee. Once appointments are recommended, the Office of Human Resources reviews the composition of each selection committee for gender and ethnic diversity. For faculty positions, faculty members are integral in all steps in the hiring process. They are involved in the development of job descriptions and associated criteria, paper screening rubrics, interview questions, and prompts for teaching demonstrations; they also screen applications to determine who is to be interviewed and then conduct first level interviews.

The selection committee interviews candidates and determines a list of recommendations for final interviews. The College President, with the appropriate vice president, the Academic Senate President (for faculty hires), and the chair of the selection committee, conducts the final interview. Candidates are evaluated for their potential to contribute to the mission and goals of the department and the Mission, Vision, and Values of BCC. Following the final interviews, the hiring manager conducts reference checks. The College President recommends a candidate to the Chancellor for approval.

Part-time faculty are hired through individual interviews with the appropriate department chair and dean. The same rigor applies in relation to meeting minimum qualifications as would apply to full-time instructors, and the interviews determine whether potential part-time faculty meet departmental standards of academic rigor and pedagogical training. Part-time faculty are hired on an as-needed basis with assignments that are for one term only, but may be renewed. They are evaluated in the first year of their employment at the College and subsequently at least every three years.

College Level Human Resources Functions

Within the District's centralized Human Resources framework, certain aspects of the hiring process are handled at the College, including faculty and staff hiring prioritization and screening of potential candidates.

The College identifies needed positions through the use of program reviews and annual program updates, which are linked to the College's Mission, Vision and Values and Institutional Learning Outcomes. The Department Chairs Council ranks faculty hiring requests using the Faculty Prioritization Rubric, and requests then go through the shared governance process, culminating at the College's Roundtable for Planning and Budgeting for final recommendations.

Screening committees develop interview questions that address the knowledge, skills, and abilities of each applicant as they pertain to the duties and responsibilities of the position, including those relating to distance education when applicable. Interview questions are carefully crafted to determine the depth and breadth of knowledge of each applicant. All questions at all levels are approved by the District Office Human Resources Specialist to ensure fairness and balance, and all candidates for a position are asked the same questions. The screening committee also lists "desired responses" to questions in order to provide common criteria for evaluating applicants' responses.

For faculty applications, several different means are used during the screening interview to assess effective teaching skills. For example, many faculty screening committees include a skills portion, such as a teaching demonstration, as part of the interview process. Applicants for instructional faculty positions are informed in advance of the topic and nature of the teaching demonstration, which is evaluated by faculty with expertise in the subject area, by an administrator, and, if possible, by students. The screening committee recommends up to three candidates to the College President for final interview, which is conducted by the President, the relevant vice president, the Academic Senate President, and the screening committee chair. Final interviews for instructional faculty help clarify each candidate's strengths as an instructor, understanding of and willingness to embrace diversity, background in learning outcomes and assessment, vision for the discipline, and potential for contributing to the College community outside the classroom. The College President and the hiring committee members discuss the candidates and recommend a candidate for hire; the hiring manager then conducts reference checks. One candidate is forwarded to the Chancellor for final approval.

The department chair and/or responsible administrator interviews potential adjunct instructors. The same minimum qualifications and documentation requirements apply as for full time hires. All new adjunct faculty members are evaluated during their first year of teaching.

Self Evaluation

The College meets this Standard. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated, and the College follows appropriate processes for posting job descriptions and for screening and selecting candidates.

Actionable Improvement Plan

None.

III.A.1.b

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

Descriptive Summary

All personnel (full-time and part-time faculty, classified support staff, and managers) are evaluated systematically and at stated intervals. The evaluation process, criteria, and evaluation schedules are contained in the collective bargaining agreements and District Board policies and administrative procedures, including [AP 7126](#) (Management Performance Evaluations); [Board Policy 7210](#) (Academic Employees); [SEIU Local 1021, Article V.](#); [I.O.U.E. Local 39, Article 19.](#)

Full-time contract faculty are evaluated every three years. Part-time faculty are evaluated in their first-year of employment and every six semesters thereafter. The evaluation process includes classroom observations, student evaluations, an administrative evaluation and a self-evaluation. The process provides opportunities for commendations and recommendations for improvement. If a faculty member receives a rating below satisfactory, the committee develops a plan for improvement and schedules a reevaluation for the next academic year. Division deans monitor and document the process. A complete description of the procedures can be found in the [Faculty Evaluations Policies and Procedure Handbook](#).

Tenure-track faculty are evaluated yearly for their first four years of employment, and adjunct faculty are evaluated every three years. During the four-year tenure track review process, a four-member committee, including the division dean and three faculty members

from the discipline or a closely aligned discipline, completes evaluations, which include peer observations, student evaluations, an administrative observation, a portfolio, and a self-evaluation each year. The tenure candidate reviews all evaluation materials and discusses them with the committee. Files are kept in the Office of Instruction at the College. A Tenure Review Facilitator coordinates the tenure track process for all candidates at the College. Each fall semester, the Tenure Review Facilitator and the Academic Senate President attest that the tenure review process has been followed. Each year, the tenure review committee recommends continuance, non-continuance, or probation for each candidate. At the end of the four year process, the President makes a final recommendation to the Chancellor and the Board of Trustees whether to grant tenure. The tenure review process is detailed in the [Faculty Evaluations Policies and Procedure Handbook](#).

Classified staff are evaluated during a probationary period and then annually in the month of their final probationary evaluation by the first-level manager. The evaluation process is detailed in the appropriate collective bargaining agreement and monitored by the Office of Human Resources. Forms are available on the [Human Resources website](#).

Managers are evaluated annually, with the process coordinated by the Office of Human Resources. The Management Performance Evaluation encourages managers to demonstrate commitment to organizational excellence and align performance with the districtwide strategic goals and institutional objectives. The process was designed to assist with improvement of individual performance, thereby increasing institutional effectiveness. The [management performance evaluation](#) recognizes achievements, establishes training needs, including suggestions for improvement, and encourages professional development. Additionally, every third year, a comprehensive evaluation is conducted.

[Forms and instructions for these evaluations](#) are available on the website of the Office of Human Resources. Forms are available online related to evaluations of tenure-track instructors, as well as part-time, long-term substitute, and tenured instructors.

Self Evaluation

The College meets this Standard. The processes for evaluation of personnel are well established, well documented, systematic, and comprehensive. The evaluation tools adequately measure the effectiveness of personnel in performing their duties and identify areas for improvement or professional development; resulting actions are formal, timely, and documented.

Actionable Improvement Plan

None.

III.A.1.c.

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

Descriptive Summary

Formal evaluation standards, procedures, and processes for faculty are negotiated between District representatives and representatives of the Peralta Federation of Teachers. As part of this formal process, faculty members respond to the following set of questions in the Self Evaluation form: “In terms of classroom instruction (or counseling services, etc.), including the assessment of Student Learning Outcomes, what have you learned about student needs, issues, and your own teaching? How will you implement what you learned?” In responding to these questions, faculty members must identify how they have participated in the SLO assessment process and used that participation to effectively produce learning outcomes.

At BCC, faculty members address SLOs and SLO assessment in a number of ways. First, BCC has established an addendum to the official course outline of record as the location for listing student learning outcomes and assessment methods. Department chairs, along with faculty members in the discipline, are responsible for keeping these addenda up-to-date. Faculty members are evaluated, in part, on whether they follow course outlines, and evaluators may review syllabi and sample assessment tools to ascertain this. Faculty members are required to include SLOs, as listed in the course outlines of record, in their course syllabi. Additionally, assessment of student learning outcomes is directly addressed and considered in departmental program reviews and annual program updates, which are completed by faculty in the disciplines.

Berkeley City College received a Title III grant in 2009, one of whose two goals was to create a “culture of assessment”. In the same year, the College established a Teaching and Learning Center, and the Academic Senate voted to create an assessment committee with representatives from student service areas and from every instructional department. All of these developments have helped BCC make SLO assessment an integral part of the college culture, with 70 percent of respondents (faculty, classified staff, and administrators) to the 2014 Self Evaluation survey agreeing or strongly agreeing with the statement, “BCC engages in dialogue about continuous improvement of student learning and institutional processes”.

All new courses and instructional programs must include SLOs. Part of the curriculum review process includes review and approval of these learning outcomes by the SLO Assessment Coordinator (SLOAC), who works with originators of courses and programs to develop authentic, manageable outcomes that can be assessed, as well as assessment measures. The SLOAC also works with department chairs to ensure that learning outcomes are mapped to Institutional Learning Outcomes (ILOs). Courses taught in distance education mode are treated in the same way as other courses, although specific assessment measures have been developed to address the unique needs of the students enrolled in these courses.

SLOs are created at the department level. As SLOs are assessed, faculty discuss their effectiveness and revise as necessary, leading to a continuous cycle of evaluation and improvement. Analysis of assessment results leads to a variety of action plans, which are documented in Taskstream. Program mapping, which links courses in instructional programs to ILOs, may also lead to improvement of SLOs.

Based on discussions of SLO assessment results, faculty and staff at BCC have initiated and engaged in a number of collaborative projects through the [Teaching and Learning Center](#) (TLC), such as Focused Inquiry Groups (FIGs) and Action Plan Projects for Learning Excellence (APPLEs), which are instrumental in the implementation of action plans resulting from SLO assessments.

Self Evaluation

The College meets this Standard. As part of the faculty evaluation process, faculty are required to identify in their self evaluations how they have addressed student learning as a result of SLO assessment processes. Faculty also include student learning outcomes on the course outline of record addendum for each course and on course syllabi, and they focus on SLO assessment results at department meetings, through broad conversation and dialogue across the College, as documented in the 2014 Faculty Survey, and through the inclusion of SLO assessment results in program reviews and annual program updates.

Actionable Improvement Plan

None.

III.A.1.d

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

Descriptive Summary

The College demonstrates its strong commitment to upholding and fostering ethical behavior throughout the college community in a number of ways. First, [the mission statement of the Peralta Community College District](#) includes a commitment to encouraging a civil and ethical environment that values the perspective of all individuals, and the BCC values statement regarding a “commitment to a quality and collegial workplace” includes the strategic intention that the “college implements review and improvement processes that constantly improve quality.” Secondly, [AP 7380](#) (Institutional Code of Ethics, Civility and Mutual Respect) establishes a definition of and expectation for ethical and civil behavior to which all employees are required to adhere. The Office of Human Resources and Employee Relations is responsible for overseeing this procedure. There are multiple avenues for reporting violations of the institutional code of ethics or unprofessional conduct. Written or verbal complaints can be reported to an area supervisor/manager, dean, or vice president. Complaints can also be reported directly to the Office of Human Resources and Employee Relations. Additionally, the District has also implemented [Board Policy 7700](#)

(Whistleblower Protection) and [Administrative Procedure 7700](#) (Whistleblower Protection), which allow individuals to anonymously report allegations of fraud. Such allegations can be reported directly to the Internal Auditor, the Office of Human Resources, or the Department of Employee Relations. Any reported violations of the Institutional Code of Ethics or allegations of fraud are immediately investigated by the Office of Human Resources and Employee Relations and/or the Internal Auditor and may result in mandatory training for the individual and/or the imposition of appropriate discipline.

Self Evaluation

The College meets this Standard. District policies and procedures provide a written code of professional ethics for all college personnel and the procedures for upholding it.

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

In terms of both quantity and quality, Berkeley City College has sufficient staff to support its mission and purposes. Following established District Board policies and administrative procedures (described above), the College employs qualified personnel to support student learning programs and services. Personnel are evaluated regularly and systematically and provided opportunities for professional development. Human resource planning is integrated with institutional planning.

BCC has a sufficient number of faculty, staff, and administrators with appropriate preparation and experience to meet the needs of the College. Table 47 illustrates the growth in permanent administration, contract faculty, and classified staff levels from 2008 to 2013.

Table 47

BCC Permanent Employee Headcount by Classification

Classification		2009-10	2010-11	2011-12	2012-13	2013-14
Admin.						
	Total	7	6	7	8	9
Faculty						
	Full-time*	45	45	42	46	56
	Part-time	194	174	169	161	165
	Total	239	219	211	207	213
Classified						
	Total	38.8	38	46	46	48

Source: PCCD, Office of Institutional Research

Over the five year period from 2009-10 to 2013-14, the numbers of permanent faculty have increased in all categories. The increase in the number of full-time faculty from 45 to 56 (an increase of 24 percent) has meant a growth in the percentage of full-time faculty at the College. The District recognizes that BCC has a disproportionately low ratio of full-time to part-time faculty, compared to the other colleges in the District, and has demonstrated its commitment to improving that balance, as shown by these increases in hires at the College. Similarly, among classified staff, the growth from 38.8 in 2009-10 to 48 in 2013-14 has meant an increase of 24 percent.

The College assures the quality and integrity of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to support educational programs and provide student services. The processes for ensuring this are described in the descriptive summaries for Standards II.A.1, II.A.1.a and II.A.1.b above. Program reviews and planning processes have been used to guarantee that new hires have been added in areas most critical to the success of BCC’s students.

The College will continue to use planning processes at the College and the District to add to its full-time staff in order to promote the success of BCC students.

Self Evaluation

The College meets this Standard. It has a sufficient number of staff and administrators with appropriate preparation and experience.

Actionable Improvement Plan

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.

Descriptive Summary

The institution has an effective process for the development of personnel policies and administrative procedures. Led by the Office of Human Resources, all constituencies, including the bargaining units (Peralta Federation of Teachers, SEIU Local 1021, and IUOE local 39) and the District Academic Senate, participate in shaping personnel policies and procedures. Additionally, the Planning and Budgeting Council, a component of the districtwide participatory governance structure, reviews new policies and procedures and changes in existing policies and procedures. This review includes policies and procedures regarding personnel topics.

Personnel policies and procedures are readily available to faculty, staff and the public on the District's website. All Board policies and administrative procedures are posted under the Governance tab. Additional procedures for faculty evaluations can be found in the [Faculty Evaluations/Tenure Review Handbook](#). Other personnel policies, including labor agreements, are published on the [Office of Human Resources](#) website.

The personnel policies and processes are designed to result in fair treatment of all personnel. In the event that an employee or prospective employee feels unfair or inappropriate actions have taken place, the Vice Chancellor of Human Resources and Employee Relation is responsible to advise, investigate, resolve conflicts, and ensure fairness in areas of hiring, discipline, and resolution of complaints and grievances.

Self Evaluation

The College meets this Standard. Personnel policies and procedures are available to all college constituencies and the public, and they are equitably and consistently administered.

Actionable Improvement Plan

None.

III.A.3.a

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

Descriptive Summary

Written policies ensuring fairness in employment procedures are contained in the District's Board policies and administrative procedures:

[Board Policy \(BP\) 7100](#) (Commitment to Diversity)

[BP 7110](#) (Delegation of Authority for Human Resources)

[Administrative Procedure \(AP\) 7110](#) (Delegation of Authority for Human Resources)

[BP 7120](#) (Recruitment and Hiring)

[AP 7121](#) (Faculty Hiring)

The same policies and procedures are applied to all employment procedures, including faculty evaluation. These procedures are described in [The Faculty Evaluations Policies and Procedures Handbook \(for Tenured, Tenure Track, and Part-time Faculty\)](#). Forms are available online for procedures relating to [evaluations of tenure-track faculty](#), and separate forms for those relating to [evaluations of part-time faculty, tenured faculty, and long-terms substitutes](#).

Additional Board policies and academic procedures ensure fairness for personnel other than faculty:

[AP 7123](#) (Hiring Procedures for Regular Academic Administrators and Classified Managers)

[AP 7125](#) (Hiring Acting and Interim Academic and Non-Academic Administrators)

[AP 7126](#) (Management Performance Evaluations)

[BP 7210](#) (Academic Employees)

[BP 7230](#) (Classified Employees)

[BP 7240](#) (Confidential Employees)

[BP 7250](#) (Academic Administrators)

[BP 7260](#) (Classified Managers)

[BP 7360](#) (Discipline and Dismissal – Academic Employees)

[BP 7365](#) (Discipline and Dismissal – Classified Employees)

In an effort to address constituent concerns in a timely manner, the Vice Chancellor of Human Resources meets regularly with the President of the Peralta Federation of Teachers and the presidents of the classified unions (SEIU 1021 and Local 39).

Additionally, all management personnel are trained yearly on ways in which to support the appropriate and consistent administration of personnel related provisions.

In order to ensure fairness, Berkeley City College adheres to the written personnel policies and procedures that have been developed by the Office of Human Resources. General principles include compliance with federal, state, and local laws, and commitment to equal opportunity, fairness, and inclusion. Included are policies and procedures on unlawful discrimination, sexual harassment, equal employment opportunities, hiring, and equivalency, as well as other policies governing hiring and working conditions. The College follows Board policies and administrative procedures for handling and

investigating any complaints of discrimination in the employment process.

College administrators have extensive training in Board policies and administrative procedures and take the responsibility of implementing those policies seriously. The President closely monitors all hiring activities in the College.

Self Evaluation

The College meets this Standard. It adheres to established Board policies and administrative procedures that ensure fairness in all employment procedures.

Actionable Improvement Plan

None.

III.A.3.b

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

Descriptive Summary

Personnel files contain employment applications, performance evaluations, written confirmation of employment actions, personal data, leave and attendance records, and any additional information used to determine the employee's qualifications for employment, promotion and compensation. District personnel files are located in security code file systems accessed only by the Human Resources staff. All medical files are secured and housed separately from personnel files.

Education Code §87031 gives employees the right, "at reasonable intervals and at reasonable times" to inspect personnel records relating to their work performance or any grievance relating to them. The Education Code also outlines reasonable rules regarding the inspection of personnel files. Any employee may make a request to review his or her personnel file in the presence of Human Resources staff. The various collective bargaining agreements detail the process for reviewing personnel files. Personnel records may not be released (outside of public information) unless the employee signs a document giving written permission. Employees are encouraged to complement their records by adding documents regarding additional training and other supplementary material to their personnel files. All employees have online access to their pay information, W-2 forms, vacation, medical leave, health benefits, and other personnel information through the password-protected PROMT system in PeopleSoft. Each employee has a unique ID number in PROMT so that employees' social security numbers do not appear in the system.

At Berkeley City College, employee evaluation records are held in locked cabinets in the Office of Instruction. Any employee may make a request to review his or her personnel file in the presence of designated Office of Instruction staff.

Self Evaluation

The College meets this Standard. Personnel files are held in confidence and are filed at the District Office. Managers and confidential employees have access to personnel information on a need-to-know basis only. Employees have secure, password-protected online access to pay and workload information through the PROMT/PeopleSoft system.

Actionable Improvement Plan

None.

III.A.4

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

Descriptive Summary

The College has a firm commitment to understanding and addressing issues of equity and diversity in its programs, policies, and practices. In response to the 2014 Self Evaluation Survey, 86 percent of faculty, staff, and students responded positively to the statement, “BCC fosters appreciation for diversity”. The College’s Mission attests to this commitment:

Berkeley City College’s mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.

Additionally, two of the [College’s Values statements](#) focus on equity and diversity:

A Commitment to Multiculturalism and Diversity.

We value diversity, which fosters appreciation of others, depth of understanding, insight, empathy, innovation and creativity, characteristics our institution seeks in its students, faculty, and staff.

A Commitment to Preparing Students for Citizenship in a Diverse and Complex Changing Global Society.

We value the fact that students live and work in an increasingly complex society and world.

In keeping with the Mission, Vision, and Values, one of [College’s seven Institutional Learning Outcomes](#) (ILOs) is Global Awareness and Valuing Diversity.

Consistent with these College priorities, [Board Policy 7100](#) (Commitment to Diversity) states that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students.

[Administrative Procedure 7102](#) (Faculty Diversity Internship Program) details the District's Faculty Diversity Internship Program, pursuant to Title 5 §53500 and Education Code §87487. The purpose of the program is to enhance recruitment of qualified persons from diverse backgrounds in an effort to build a diverse and representative faculty, particularly in disciplines for which recruitment is difficult and/or disciplines in which a shortage of qualified faculty is anticipated. Job openings, workshops, resources, forms and documents, as well as "Frequently Asked Questions" for prospective applicants are available on the [FDIP website](#).

The College has regularly made use of the Faculty Diversity Internship Program (FDIP) described in the paragraph above, whose purpose is to attract graduate students who have completed at least one-half of a graduate degree and who are from diverse backgrounds to teach at BCC or the other three colleges. These intern adjunct instructors serve as role models for students, providing high quality adult learning opportunities, and addressing the educational needs of the multicultural East Bay community. Faculty members mentor interns, and some interns have gone on to become tenured BCC faculty. The current coordinator of the program and his predecessor are BCC faculty members.

The District is strongly committed to achieving faculty and staff diversity, encouraging a diverse pool of applicants, and making sure its policies, procedures and practices prevent discrimination on the basis of race, color, national origin, ancestry, sex, age, religion, marital status, disability, or sexual orientation. In 2013 the Board of Trustees adopted the District's [Equal Employment Opportunity Plan](#) (EEO Plan) in compliance with Title 5. A component of the plan was the formation of an EEO Advisory Committee with representation from all constituencies in the District, facilitated by the Director for Employee Relations. This committee meets regularly to review diversity within the institution and in its recruitment and hiring practices. The EEO Advisory Committee also has the responsibility of reviewing and revising the Districtwide EEO Plan. The EEO Plan has three areas of focus:

1. Dialogue – intended to specifically create an on-going and intellectual dialogue on the topic of equity as it relates to District students and staff
2. Recruitment/Hiring – with the intent to increase the colleges' efforts to recruit, hire, and retain a diverse workforce that meets the needs of students
3. Policies and Procedures – for the purpose of reviewing and updating policies and procedures related to hiring practices on a regular basis

The EEO Advisory Committee is also tasked with recommending and sponsoring districtwide events that support an inclusive college community. Additionally, the Office of Human Resources provides EEO/Diversity training to selection/hiring committees and has conducted Flex Day (Professional Development) workshops for faculty that specifically focus on issues relating to equity and diversity.

Consistently, throughout each academic year, BCC faculty, staff, students, and administration hold collegewide events that promote an understanding of diversity, such as

Black History Month, Women’s History Month, International Education Week, Global Awareness Week, and Cinco de Mayo celebrations.

Self Evaluation

The College meets this Standard. Its policies and practices demonstrate a consistent understanding of and concern for issues of equity and diversity. In response to the 2014 Self Evaluation Survey, 86 percent of faculty, staff, and students responded positively to the statement, “BCC fosters appreciation for diversity.”

Actionable Improvement Plan

None.

III.A.4.a

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

Descriptive Summary

Berkeley City College uses a number of methods to determine what kind of support its personnel need, including surveys, performance evaluations, program updates, and SLO assessments. The Professional Development Committee and the Teaching and Learning Center consider this data when planning flex day programs, workshops, and collaborative inquiry and action projects. Participants have an opportunity to evaluate all projects, and the results are used to plan and improve future offerings.

The Faculty Diversity Internship Program encourages graduate students from diverse backgrounds to apply as adjunct instructors, mentors them for one semester or more, and provides workshops and other help to assist them to become part of the community college faculty, creating a more diverse pool for open faculty positions. The BCC Equity Plan will help further the collegewide discussion on diversity.

Self Evaluation

The College meets this Standard. Its policies, programs, practices, and services support its diverse personnel. In response to the 2014 Self Evaluation Survey, 86 percent of faculty, staff, and students responded positively to the statement, “BCC fosters appreciation for diversity.”

Actionable Improvement Plan

None.

III.A.4.b

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

Descriptive Summary

The Peralta Community College District is committed to equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups, and abilities of its students. The District is an equal opportunity employer that provides an educational and work environment in which no person is denied access to any program or activity on the basis of ethnic group identification, national origin, religion, age, gender, sexual orientation, race, or ability. This includes decisions about employment, compensation, promotion, termination, and/or employment status.

While Board policies and administrative procedures and District and College mission statements clearly promote and advocate for diversity, the Office of Human Resources and Employee Relations is responsible for recruiting, hiring, retaining, and cultivating equity and diversity, as well as assessing progress in achieving equity and diversity. The Vice Chancellor for Human Resources is responsible to ensure that all aspects of Title 5, §53023 are adhered to and monitored effectively, and that position descriptions respect and promote diversity and are written to be sensitive to diverse individuals. Through comprehensive recruitment, the District and College work to reach diverse groups and attract a highly qualified and diverse pool of applicants. The Office reviews recruitment practices and advertising annually to determine their effectiveness. District data provide a longitudinal view of the ethnicity of applicant pools, hires, and current employee groups.

Employee demographic statistics between 2008-09 and 2012-13 show that, while the demographics among faculty members have not changed significantly, there has been an increase in diversity among both administrators and permanent classified staff. (Table 48)

Table 48

BCC Ethnic and Gender Demographics among Administration, Faculty, and Classified Staff

	Administration		Faculty		Classified Staff		Students
	2008-09	2012-13	2008-09	2012-13	2008-09	2012-13	2012-13
African-Am	28.57%	22.22%	11.90%	10.42%	23.81%	30.43%	19%
Asian/Pacific Islander	14.29%	22.22%	11.90%	14.58%	26.19%	28.26%	15.80%
Native-Am	14.29%	0.00%	0.00%	0.00%	0.00%	0.00%	0.30%
Latino/Hispanic	14.29%	33.33%	16.67%	16.67%	9.52%	17.39%	15.60%
White	28.57%	22.22%	54.76%	54.17%	30.95%	19.57%	26.20%
Multiple/Other	0.00%	0.00%	4.76%	4.17%	9.52%	4.35%	5.50%
Female	85.71%	66.67%	54.76%	45.83%	66.67%	63.04%	53%
Male	14.29%	33.33%	45.24%	54.17%	33.33%	36.96%	41%
Unknown/Other	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	6%

Source: PCCD, Office of Institutional Research

Self Evaluation

The College meets this Standard. The College regularly assesses its record in employment equity and diversity consistent with its mission.

Actionable Improvement Plan

None.

III A.4.c.

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

Descriptive Summary

Through its representative bodies, the District and College have established avenues for advocacy for administrators, faculty, staff, and students. Districtwide policies and administrative procedures assure integrity in the treatment of administrators and non-represented/confidential employees.

The advocacy groups for faculty are the Peralta Federation of Teachers and the BCC Academic Senate. Advocacy groups for classified staff are SEIU Local 1021, IUOE Local 39 and the BCC Classified Senate. The Associated Students of Berkeley City College (ASBCC) advocates for students. Shared governance committees are inclusive. Students are invited to participate in shared governance, and their voice is respected.

[Administrative Procedure 7380](#) (Ethics, Civility and Mutual Respect) clearly delineates the standard by which management, classified staff, and faculty are to be treated and how they are to conduct themselves during the course and scope of the performance of their responsibilities. The policy defines the spirit in which the District intends employees to conduct business. The expectation is that all employees exercise due diligence in the ethical performance of duties, model the highest standard of ethically responsible behavior, and facilitate a climate of trust, mutual support, and courteous consideration through actions that demonstrate respect for reason, freedom of expression, and the right to dissent. It stipulates that employees should avoid knowingly making false or malicious statements about other employees or students; use care and integrity in sharing information; guard privacy rights of all individuals; avoid disclosing information about selection processes, colleagues, or students obtained in the course of professional service; and promote a team environment, without prejudice.

[Administrative Procedure 5500](#) (Student Standards of Conduct, Discipline Procedures and Due Process) also addresses the treatment of staff and students and defines general expectations of student conduct. [Administrative Procedure 5530](#) (Student Rights and Grievance Procedure) describes student rights and the processes for addressing student grievances.

In addition to Board policies and administrative procedures and statutes such as the Americans with Disabilities Act and Title IX, other policies that address related student issues are published online and in the College Catalog; these include but are not limited to the Policy Prohibiting Discrimination and Discrimination Complaint Procedures, Sexual Assault Policy and Procedures, Student Grievance Procedures, Student Conduct, Discipline and Due Process Rights, and Student Right-to-Know policies.

Self Evaluation

The College meets this Standard. Through its policies and procedures, as well as the work of College advocacy groups, it subscribes to, advocates for, and demonstrates integrity in its treatment of administration, faculty, staff, and students.

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.

III.A.5.a

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

Descriptive Summary

The Peralta Community College District and Berkeley City College provide professional development for all employee groups – management, classified staff, and faculty (full-time and part-time). Faculty training is by far the most comprehensive; funding is provided by the State Chancellor’s Office specific to faculty staff development. However, many professional development opportunities coordinated by the District Office of Educational Services and College Professional Development Committee and Teaching and Learning Center are for all employees. Professional development workshops and activities occur primarily during flex days (the week before the fall and spring semesters begin). Other professional development workshops and programs are also offered during the year. Ongoing, individual technical support and training resources are available online. The College also provides some funds for travel to conferences and other professional development events as well as sabbaticals for faculty. Information about professional development opportunities is disseminated via e-mail and District and College websites, and in shared governance meetings.

Per the Peralta Federation of Teachers contract, there are three “flex days” before the beginning of each semester in the fall and spring. One day is a districtwide professional development day and the following two days are College flex days. On the District and College flex days, activities focus on learning assessment, student success, teaching methods, and diversity awareness and sensitivity.

As stated on the BCC Professional Development website,

the Berkeley City College Professional Development Committee supports faculty, staff, administrators, and student leaders in activities that build the College’s capacity to contribute to its vision statement that *Berkeley City College is a premier, diverse, student-centered learning community, dedicated to academic excellence, collaboration, innovation, and transformation....* The Professional Development Committee meets monthly to review requests. Meetings are open to all community members.

Funding for Professional Development activities comes from the District Office.

In addition to opportunities detailed above, which are made available by Professional

Development funding, the College also provides opportunities for professional growth through its [Teaching and Learning Center](#) (TLC), primarily through Focused Inquiry Groups (FIGs), Action Plan Projects for Learning Excellence (APPLEs), Discuss-Apply-Reflect Tools Workshops (DARTs), Peer Observation Pools (POPs), and other activities. The FIGs and DARTs, in particular, focus on data-driven projects, many of which are related to closing the loop on assessment activities. All of the activities of the TLC focus on strengthening faculty development to promote student success.

The TLC's primary activity is to organize small groups of faculty and staff each semester, within and across disciplines, to learn, share, and solve problems together. In this way, faculty and staff are able to "close the loop" by putting assessment results into action. Since the TLC's inception in 2010, more than 100 faculty and staff members in 30 different disciplines/areas have participated in these sustained, focused projects. Current projects include [FIGs \(Focused Inquiry Groups\)](#), which require primary and secondary research and action plan recommendations; [APPLEs \(Action Plan Projects for Learning Excellence\)](#), which take action on recommendations from prior FIGs and/or findings and action plans from SLO assessments; [DARTs \(Discuss-Apply-Reflect-Tools\)](#), two-part workshops which provide guided practice for effective pedagogical practices, and the [POP \(Peer Observation Pool\)](#), which provides a structure for interdisciplinary, non-evaluative classroom observation and reflection. Participants share the results of FIG and APPLE projects with the larger college community at a TLC Symposium, held once or twice a year. [Project findings](#) are posted on the TLC website. Recent inquiry projects include studies of how post-traumatic stress disorder affects learning, how to best prepare ESL students for transfer-level English composition classes, and how to reduce math anxiety. The TLC also sponsored a "Pedagogy for Equity" reading group for faculty and staff and an ongoing orientation workshop series for new faculty and staff. Seventy percent of faculty responding to the 2014 Self Evaluation Survey agreed or strongly agreed that "participating in TLC activities has helped me promote student learning," with only three percent disagreeing.

The President's Innovation Fund also supports faculty and staff in developing projects that further BCC's mission. [Recent awards](#) went to a Faculty Peer Mentorship Program pairing new faculty members with veteran faculty members, and a partnership between a librarian and English instructor to teach self-publishing to BCC students.

Administrative personnel receive in-service training relating to topics such as diversity awareness and appreciation, leadership skills, management tools (e.g., PeopleSoft or the Business Intelligence tool), personnel administration, collective bargaining contracts, contract compliance, performance evaluations, and progressive discipline.

Although classified staff members currently do not have professional development obligations, the College has funded training for [classified staff development](#), using grants, as appropriate. The District has provided professional development activities for classified employees focused upon customer service, diversity awareness and appreciation, student services operations, and personal development. In Spring 2013, the District sponsored a full day of activities for classified staff entitled "Classified Matters." Additionally the Office of

Employee Relations periodically runs workshops on employee benefits and retirement planning. The Office of Risk Management has provided specific workshops or trainings on emergency preparedness.

All faculty with a teaching assignment have a professional development responsibility. Everyone else (non-teaching faculty, classified staff, confidential employees and managers) is welcome and invited to attend professional development activities. Current [district level information about professional development](#) can be found online.

In relation to distance education and technology, faculty members have opportunities for on-going training in the use of smart classroom equipment, distance education pedagogy, PeopleSoft updates, Microsoft applications, the use of Taskstream for reporting information about SLO assessments, and the use of CurricUNET for curriculum management. For instructors teaching online or using web enhanced instruction, qualified personnel at the College offer individual support and workshops in using Moodle, Peralta's online course management system. Faculty members are also offered step/column professional development credit for completing Educational Technology courses (EDT 1, 2, and 3) that introduce them to teaching via distance education and utilization of the Moodle platform. Additionally, curriculum committee chairs offer workshops on a regular basis regarding Title 5 curriculum development.

The Peralta Federation of Teachers negotiates funding, faculty obligations, the process for selection of a Districtwide Staff Development Officer, and the structure of the Professional Development Committees. The District Staff Development Officer coordinates professional development activities districtwide. Additionally, the District Staff Development Officer and the BCC Professional Development Committee plan additional activities and review requests for funds to travel to conferences, pay professional association fees, pay the costs of courses, and/or subscribe to professional journals. Recently, the Peralta Federation of Teachers negotiated the return of sabbaticals in the 2013-14 and 2014-15 years. Prior to 2013, sabbaticals had been suspended for over six years, due to budgetary constraints. The [contractual agreement between the Peralta Federation of Teachers and the District](#) requires that the District provide \$24,000 for professional development travel and activities at BCC. Additionally, the Districtwide Staff Development Office receives \$18,000 per academic year for District Flex days.

Self Evaluation

The College meets this Standard. The Professional Development Committee and Teaching and Learning Center provide ample opportunities throughout the academic year for professional development. Seventy percent of faculty responding to the 2014 Self Evaluation Survey agreed or strongly agreed that "participating in TLC activities has helped me promote student learning," with only three percent disagreeing. Training for managers and classified staff has expanded. The College uses surveys, assessment results, and planning processes to identify needs for professional development.

Actionable Improvement Plan

None.

III.A.5.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

Professional development at BCC is coordinated through the Professional Development (PD) Committee and the Teaching and Learning Center (TLC). The PD Committee organizes flex day activities and meets monthly to review funding requests, including requests for conference attendance and sabbaticals. The TLC sponsors workshops and collaborative faculty and staff inquiry and action projects. The TLC Advisory Board, which consists of members of the PD and Planning for Institutional Effectiveness Committee, meets once per semester to review applications for FIG and APPLE funding.

Teaching and learning needs are identified through a variety of means, including survey results, performance evaluations, and student learning outcomes and institutional learning outcomes assessments. Both the PD Committee and the TLC work with shared governance committees, including the Planning for Institutional Effectiveness (PIE) Committee, and Grants and Special Projects, to identify action items and develop, promote, and fund programs. Participants evaluate all programs and activities to inform continued planning. The District Staff Development Officer submits a flex day calendar report to the State Chancellor's Office at the end of each academic year. Flex day staff development activities are required to be organized by the nine criteria listed in AB1725. Those nine criteria are as follows:

- Course instruction and evaluation
- In-service training and instructional improvement
- Program and course curriculum, learning resource development, and evaluation
- Student personnel services
- Learning resource services
- Related activities, such as student advising, guidance, orientation, student success, and diversity
- Departmental or division meetings, conferences, workshops, and institutional research
- Other duties as assigned by the District
- Necessary support activities of the above

Evaluation of the professional development program follows the guidelines set forth by the California Community College Council for Staff and Organizational Development. Online surveys, evaluations of District and College workshops, and suggestions provided by the BCC Professional Development Committee all provide input into planning the College's training needs. Participants evaluate each of the faculty staff development flex day workshops, using forms designed for that purpose. Attendance rosters provide information concerning participation. Members of the College and District Professional Development committees discuss evaluation results. The District Office of Educational Services generates reports about staff development participation for further review.

Self Evaluation

The College meets this Standard. Evaluation of professional development is standardized and systematic, and results are analyzed and guide development of future activities.

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 College regularly assesses its human resource needs in a number of ways which integrate human resource planning with institutional planning. Comprehensive program reviews, annual program updates, and administrative unit reviews allow for the identification of staffing needs that fulfill the missions of individual units and programs. The College relies on a participatory governance process to review and provide input into all plans, including those relating to human resource decisions.

The College's human resource planning is integrated with the District's institutional planning through a participatory governance process that channels the colleges' requests through the District's Planning and Budgeting Integration Model (PBIM). The PBIM is an integrated districtwide planning and budgeting advisory system comprised of four committees that receive planning input from the colleges, review them, and make final recommendations to the Chancellor. The District Education Committee, Facilities Committee, and Technology Committee direct recommendations to the District Planning and Budgeting Council, which forwards recommendations to the Chancellor.

The District Vice Chancellor of Educational Services serves as the Education Committee co-chair, providing guidance and support in making human resource recommendations. College

administrators, classified staff, and faculty serve on both the Education Committee and the Planning and Budgeting Council. This planning structure provides integration between the District and College to assure effective coordination of human resource requests. It also provides an opportunity for administrators, faculty, staff, and students from the District and all four colleges to discuss, preview, prioritize, introduce, and recommend human resource priorities. For example, the College's prioritized classified staff and faculty hiring requests, which stem from the College's program reviews and annual program updates and are then developed through the College's shared governance process, are sent to the District Education Committee each spring for review and discussion. Subsequently these requests are sent to the District Planning and Budgeting Council before final recommendations are forwarded to the Chancellor for approval and implementation.

Hiring needs at BCC are identified in program reviews and annual program updates. The Department Chairs' Council uses a rubric to prioritize faculty hiring requests; the results of this prioritization process are vetted by the Academic Senate and the college Education Committee and then forwarded to the College Roundtable for Planning and Budgeting. At the end of this process, the Roundtable either returns the prioritization list to the committees for further review or forwards the approved list to the College President, who makes final recommendations to the District.

In the case of new classified positions, proposals are developed through program reviews and annual program updates. Requests are ultimately reviewed by the College Roundtable for Planning and Budgeting and forwarded to the College President and are then forwarded to the District Planning and Budgeting Council and then Chancellor for approval. The College works with the Office of Human Resources on issues such as the appropriateness of the classifications.

Hiring decisions for replacing administrators are made by the College President or appropriate District Vice Chancellor (for district level positions) and are then forwarded to the Chancellor for approval.

By the end of 2013-14, BCC will have restored its number of full-time equivalent students to the 2009-10 level (as it was before the statewide workload reduction), meeting the statewide target. The District resource allocation model will be essential in ensuring that the College achieves the level of staffing that is required to serve this number of students.

Self Evaluation

The College meets this Standard. Decisions for prioritizing hiring requests are made through a systematic, collegewide process that includes the assessment of human resources and uses the results of this assessment to plan improvements.

Actionable Improvement Plan

None.