

## ***Standard Seven: Faculty and Staff***

**The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.**

### ***Standard 7A: Qualifications and Selection***

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

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

***7A.3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.***

***7A.4 Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.***

### **Description**

In 1999-2000, College of San Mateo had a full-time equivalent (FTE) of 468.41 employees, of which 312.51 FTE were faculty, 140.9 FTE classified staff, and 15.0 FTE administrators (Ref. 7.1). As of the fall of 2000, the academic staff is comprised of 161 full-time contract faculty; 21 post-retirement faculty or part-time contract faculty who are teaching or counseling part-time; and 332 adjunct faculty. These faculty are qualified to provide a broad spectrum of quality education encompassing courses in general education, lower-division transfer programs, occupational education and training programs, developmental/remedial education, and student services.

College of San Mateo administration consists of the president, the vice president for instruction, the vice president for student services, the general manager of KCSM, six instructional deans, three student services deans, and the director of operations. Each administrator brings appropriate preparation and experience to effectively guide instruction and student services, operations, and budgeting.

The college has established definitive criteria with respect to the identification of full-time faculty positions (Ref. 7.2). Based upon faculty input, each division develops position requests for full-time faculty. These requests are then discussed by the administration, with the Academic Senate president participating in this discussion. From this process, a formal recommendation for full-time faculty positions is made to College Council. College Council reviews all recommendations and advises the college president, who gives final approval for faculty positions to be posted.

In a recently revised document titled *Selection Procedures for Faculty* (Ref. 7.3), the San Mateo County Community College District has established clear policies and procedures concerning the recruitment and selection of full-time faculty. In compliance with that document, faculty screening committees are generally comprised of four faculty members and the appropriate dean, with one member of the selection committee serving as the staff diversity representative. After the college president and the Academic Senate president have approved the composition of the selection committee, the committee develops the announcement for the full-time faculty position.

Each job announcement outlines duties and responsibilities of the position, reflecting specific departmental needs, and states educational background requirements, desirable skills and attributes, expected subject matter preparation, and criteria regarding teaching effectiveness. The announcement also outlines the required application materials and gives an overview of the selection process. (Ref. 7.4)

The screening process includes multiple measures—such as interview questions, teaching demonstrations or role-play counseling session, examples of professional work, provision of a writing sample, and submission of sample syllabi or course outlines—all of which are directly related to the requirements of the job. Reference checks, which include questions related to teaching effectiveness or service, are conducted in accordance with affirmative action training guidelines.

The process for hiring adjunct faculty is less formal. Adjunct positions are identified by division deans on an as-needed basis, and a simplified job announcement may be developed (Ref. 7.5). In most cases one or two faculty and the appropriate dean will interview potential adjunct faculty.

In addition to having specific criteria by which faculty positions are identified, the college has developed criteria for the identification of classified staff positions (Ref.

7.6). Each division develops classified position requests. The dean forwards these position requests for discussion to President's Cabinet, which is comprised of the president, the two vice presidents, and the director of operations. At the college level, the president has the final authority for the approval of classified positions.

Classified job announcements are developed to reflect the requirements of the position (Ref. 7.7). A selection committee is appointed by the appropriate dean and includes one staff diversity representative. According to policy, the selection process consists of interview questions and may include a skills assessment. Reference checks are conducted in accordance with affirmative action training guidelines.

Administrative positions are identified by senior administrators, and vacated positions are filled using the appropriate process. If an expansion position is requested, senior administrators work in collaboration with the Academic Senate and College Council. The screening committees for administrative posts are generally comprised of administrators, faculty, staff, and students, and the college president and the Academic Senate president must approve the committee composition. The screening committee develops the job announcement, which reflects the requirements of the position (Ref. 7.8). In general, the screening process will include at least one interview and may include a written and/or role-playing exercise.

The district's Office of Human Resources is the entity that is primarily responsible for the advertising and recruiting for faculty, staff, and administrative positions. Depending on the type of position, recruiting techniques may include any or all of the following: advertising the position internally, sending job announcements to all California Community Colleges, listing openings on the district personnel Web page, placing advertisements in major newspapers, posting the announcement to a variety of job search Web sites, and posting openings on an affirmative action listing service maintained by the California Community Colleges Chancellor's Office. At this time, the district's Office of Human Resources does not employ a full-time recruiter. In its own recruitment effort, in the summer of 2000, the college printed a brochure specifically aimed at the recruitment of diverse faculty (Ref. 7.9).

Degrees held by full-time faculty and administrators are listed in the back of the college catalog, and procedures are in place to ensure that this information is kept current. All new faculty members are required to provide official transcripts as a condition of employment, and the college ensures that all faculty members possess state and local minimum qualifications.

## **Appraisal**

In addition to the fact that all College of San Mateo faculty meet or exceed the appropriate minimum qualifications, survey results indicate satisfaction with the college faculty. According to the College of San Mateo *Student Satisfaction Survey* (Ref. 7.10) administered in 1999, 91.2 percent of respondents were satisfied with the quality of instruction provided by college faculty. According to the same survey, 80.8 percent of respondents were satisfied with the quality of academic advising. In general, faculty and administration share this satisfaction. According to the 1999 College of San Mateo *Faculty/Administration Survey* (Ref. 7.11), 93 percent of the faculty and administrators were either highly satisfied or satisfied with the quality of instruction at College of San Mateo.

With respect to staffing levels, there is a major concern with the level of full-time staffing for classified support. Only 66.1 percent of the faculty and administrators surveyed felt that the student services area has sufficient staff to meet its needs, and the 1999 College of San Mateo *Classified Staff Survey* (Ref. 7.12) revealed that only 47 percent of classified staff surveyed feel that there are sufficient staff in their department; in fact, 25 percent of the respondents strongly disagree that there are sufficient classified staff in their department.

In general, the majority of the college faculty and administration seem to have confidence in the hiring process. According to the *Faculty/Administration Survey*, 86.5 percent of the respondents agreed that the procedures for hiring faculty, staff, and administrators are clearly stated. Furthermore, 73.1 percent of the respondents agreed that knowledge of subject matter and teaching and/or counseling ability are the principal criteria for the selection of faculty. Finally, 72.7 percent of the respondents agreed that the procedures for hiring are consistently followed for all faculty, classified, and administrative positions.

Although not revealed in a formal survey, there is widespread concern among faculty, staff, and administrators regarding the difficulty the college has in attracting diverse and qualified candidate pools. Many faculty and staff believe that our current recruiting practices are inadequate, and this concern has been compounded by the ongoing increase in housing costs in San Mateo County and the Bay Area in general, which makes recruiting and eventually hiring qualified faculty and staff even more challenging.

## **Plan**

Assess classified staffing and fill needs within budget constraints.

Evaluate the effectiveness of existing recruiting methods and make improvements as needed.

## ***Standard 7B: Evaluation***

***7B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.***

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

***7B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.***

### **Description**

Evaluation processes for College of San Mateo faculty are conducted in accordance with a faculty and administration policy agreement that came out of the mandates of AB 1725. This policy, which is recognized in the collective bargaining agreement with the American Federation of Teachers Local 1493 (Ref. 7.13), seeks to assess teaching effectiveness, scholarship and other activities appropriate to the faculty member's area of expertise, and participation in college/district service or other responsibilities.

Faculty evaluation procedures fall into three major categories: evaluation of tenure track faculty, evaluation of permanent tenured faculty, and evaluation of adjunct (part-time) faculty.

The *Tenure Review Policy and Procedures* (Ref. 7.14) requires that all tenure track faculty be evaluated during each of the first four years of service and that a recommendation be made regarding the continuation or non-continuation of service. The policy is specific as to the composition of the tenure review committee, the criteria used to evaluate the contract faculty member, procedures and timelines, follow-up, and due process.

In response to concerns about the cumbersomeness of the evaluation process in place at the time of the last accreditation self-study, the evaluation process for permanent, tenured faculty has been simplified. The new policy, titled *Evaluation Process, Implementation Guidelines for Regular Classroom Faculty* (Ref. 7.15), clearly specifies evaluation criteria, procedures, and timelines. Permanent, tenured faculty, who are evaluated at least once every three years through a peer evaluation process, undergo two types of evaluation—standard evaluation and comprehensive evaluation. Comprehensive evaluation is done in the third year after the faculty member is granted tenure, standard evaluation in the sixth year, comprehensive evaluation again in the ninth year, and so on. A standard evaluation consists of a student survey, a dean's assessment of non-teaching responsibilities, and a self-assessment; a comprehensive evaluation consists of the above items, as well as

classroom observation by a peer and the creation of a portfolio. The evaluation process for tenured faculty in each division is overseen by a division-wide faculty peer evaluation committee approved by division faculty.

Until recently, there has been no distinct procedure for the evaluation of regular non-classroom faculty, who, thus, have been subject to the same evaluation criteria as classroom faculty. In September of 1999, guidelines for the evaluation of regular non-classroom faculty were approved (Ref. 7.16). While the process is modeled after the process for classroom faculty, the specific measurement instruments were modified to more accurately reflect the scope and nature of the non-classroom faculty members' work. These guidelines will be formally implemented for the 2000-2001 academic year.

Adjunct faculty are evaluated during the first semester of service and thereafter at least once every six regular semesters. This evaluation process is conducted by full-time faculty and is essentially the same as the process for permanent, tenured faculty (Ref. 7.17).

Existing faculty evaluation procedures are used to evaluate faculty who teach using non-traditional modes of delivery, such as online teaching.

The outcomes of all faculty evaluations are formally communicated to the faculty member in a timely manner. The faculty member is required to sign the evaluation form, indicating that he or she has read the evaluation, and provision is made for a faculty member to formally respond to the evaluation.

Throughout, according to the San Mateo County Community College District's *Tenure Review Policy*, "The primary goal of the evaluation process is to ensure that students have access to the most knowledgeable, talented, creative, and student-orientated faculty available. To this end, the process is designed to allow faculty to grow professionally, and to develop the skills and experience to successfully participate in the educational process."

With regard to the evaluation of classified staff, it is the responsibility of the district Office of Human Resources to initiate and monitor classified staff evaluations and the responsibility of the supervisor to conduct the evaluation and to follow up on any performance deficiencies.

College of San Mateo classified staff who are in the California School Employees Association (CSEA) bargaining unit are evaluated in accordance with the procedures specified in the union agreement (Ref. 7.18). According to that agreement, permanent employees are evaluated annually by their direct supervisor, and employees who receive two successive satisfactory evaluations are evaluated biennially rather than annually; probationary employees are evaluated at the end of their third and fifth months of employment. The *Classified Employee Evaluation*

*Document* (Ref. 7.19) consists of a series of evaluation criteria, a self-assessment, and a special recognition form.

According to the California School Employees Association contract, the purposes of performance evaluation procedures for classified employees are to provide the employee with information regarding the status of his or her employment and quality of work, to provide the district and the immediate supervisor with current reports and permanent records on the performance of the employee needed for the operational management of the district, and to provide information to be used in considering transfer or reassignment requests.

Non-union classified staff (confidential and supervisory/professional employees) are evaluated using the process agreed to by the collective bargaining agents in the district (Ref. 7.20).

Administrators undergo an annual evaluation that includes the establishment of individual goals and objectives and an assessment of their accomplishment at year-end. In addition, a comprehensive evaluation of performance involving selected peers, faculty, and staff is conducted after the first two years of employment and thereafter every three years. According to the San Mateo County Community College District *Rules and Regulations*, the purposes of management evaluation are to recognize excellence; provide objective data for decisions on promotion, retention, non-retention or transfer; identify areas of performance needing improvement; and identify areas for general management development training (Ref. 7.21).

## **Appraisal**

Faculty and administration seem to be generally satisfied with how their evaluations are conducted. According to the *Faculty/Administration Survey*, 89.8 percent of the respondents agreed that their evaluations have been conducted in accordance with the contract and/or established rules and guidelines and at stated intervals.

However, classified staff appear to be generally dissatisfied with how their evaluations are conducted. According to the *Classified Staff Survey*, only 45.3 percent of the respondents agreed that their evaluations are formal, systematic, and conducted at the stated intervals, and 21.9 percent of the respondents in that survey strongly disagreed with the statement that the college adheres to classified staff evaluation procedures.

Finally, the instructional deans have expressed a concern about the adequacy of current evaluation techniques for evaluating faculty who teach courses offered using alternative delivery modes, such as online courses.

## **Plan**

Ensure that classified evaluations are conducted in a systematic manner and at stated intervals.

Explore the possibility for more adequate procedures for evaluation of faculty who teach courses that are offered using an alternative mode of delivery.

### ***Standard 7C: Staff Development***

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

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

## **Description**

The college and district provide various opportunities to the college staff to pursue professional development, with programs for retraining and professional growth available to faculty, administrators, and classified staff. Staff development programs are planned by committees representing each constituency and are available to all College of San Mateo employees with the support of the administration and governing board.

Faculty have three sources of funds for their professional development: Faculty Professional Development funds, AB 1725 monies, and the Trustees Fund for Program Improvement. Funds for long- and short-term faculty professional development projects are available for released time to attend local, state, and national conferences and workshops, conduct research to update curriculum, learn advanced technical skills to enhance teaching skills, work in industry to strengthen ties with the business community, write articles and textbooks, pursue advanced degrees, and enroll in classes for academic growth. Professional development funds are made available by the San Mateo County Community College District at the rate of 1 percent of full-time faculty salaries, and there is no dollar limit for individual faculty members applying for long-term grants. In addition, full-time faculty may receive up to \$500 per school year of AB 1725 monies to attend conferences, and adjunct faculty are eligible for funds on a pro-rated basis. Finally, the district board of trustees has created a Trustees Fund for Program Improvement. The intent of this fund is to “support the sustained effort of improving the educational programs and services of the San Mateo County Community College District.” All full-time faculty are eligible for this funding, and adjunct faculty and classified staff members are eligible if sponsored by a full-time faculty member.

(Ref. 7.22) The San Mateo County Community College District does not offer sabbatical leaves.

Additional opportunities for professional development are provided by 5 flex days per academic year, offering a range of activities (Ref. 7.23). Furthermore, a faculty member may take advantage of an optional flex day during a non-scheduled teaching day to attend a conference or workshop; the faculty member may use this day in lieu of one of the on-campus flex days. Flex activities have been coordinated across the district by a faculty member who has 60 percent reassigned time for that responsibility. To work with the district coordinator, College of San Mateo has a campus flex activities coordinator.

Classified staff also have opportunities for professional development. For classified staff, the maximum reimbursement for attendance at work-related conferences and workshops is \$325 per year, and classified staff who are enrolled in professional development courses are reimbursed at the rate of \$70 per unit, to a maximum of \$700 per year.

Administrators are eligible for funds up to \$750 to cover conference costs, with exceptions being made on a case-by-case basis by the Management Development Committee.

Faculty, classified staff, and administrators all have opportunities to increase their technological proficiency through the courses offered by the district's Centers for Teaching and Learning. Each semester the Centers for Teaching and Learning offers approximately 25 classes in three areas: district desktop programs, Internet, and multimedia (Ref. 7.24). In addition, the Centers for Teaching and Learning staff offer assistance to individual faculty and have been offering noontime drop-in sessions called Noon Bytes.

The college has substantially increased its institutional advancement efforts in recent years; as a result, funding over and above that from traditional sources has been obtained for faculty and staff development via grants, as well as restricted and unrestricted gifts.

## **Appraisal**

Recent activity suggests that College of San Mateo faculty take advantage of professional development opportunities. In 1998-99, a total of 140 short-term professional development grants were issued to 108 faculty. Seventy-three faculty were awarded funds to help cover conference costs. And, between June of 1998 and June of 2000, 113 faculty have attended one or more Centers for Teaching and Learning classes. Eight faculty were granted a total of 61.55 units of reassigned time for long-term professional development projects for research, writing, or skills

development in such areas as landscaping, curriculum development, distance education, film history, language arts, and computer science.

Despite this activity, faculty and administration seem less than fully satisfied with staff development. According to the *Faculty/Administration Survey*, only 64.9 percent of respondents agreed that the college has committed sufficient resources for professional development; furthermore, only 64.9 percent agreed that, as a group, their colleagues keep current in their disciplines.

The attitude of classified staff toward opportunities for professional development is more positive. According to the *Classified Staff Survey*, 82.6 percent of the respondents felt that they have had sufficient opportunities to attend conferences and workshops. Forty-one classified staff members received classified staff development funds, and seventeen received AB 1725 grants to participate in a wide range of off-campus activities, including conferences sponsored by Leadership San Mateo, The Student Services Training Institute, Western Association of Veterans Education, and California Public Radio.

However, the *Classified Staff Survey* indicated that 44.7 percent of the respondents were not satisfied with the level of computer training that they have received. The Instructional Technology Service and Support Group feel that they have not gotten the technical training they need to stay current, and, in interviews, many other classified staff members have expressed dissatisfaction with the level of training in the use of the district administrative computing system. Furthermore, there is no formal means for training new employees in this system. In addition, the level of training when the system is periodically upgraded is not sufficient.

Finally, it appears that administrators avail themselves of numerous professional development activities. Administrators received sixteen professional development grants to attend conferences, including Administrative Computer System Training, Association of Instructional Administrators, AAHE Conference on Assessment, and the American Library Conference.

## **Plan**

Employ a systematic and timely approach for the training of classified staff and administrators in the district's administrative computing systems.

## ***Standard 7D: General Personnel Provisions***

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

***7D.2 The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.***

***7D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.***

***7D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.***

### **Description**

The San Mateo County Community College District and its colleges—College of San Mateo, Cañada College and Skyline College—have adopted several policies for equity in employment, nondiscrimination, and affirmative action. Section 1.10 of the district’s *Rules and Regulations* states that one of the duties and responsibilities of the governing board is “to maintain enlightened, fair, and equitable policies for employees of the District and its Colleges.” Section 2.11 of that document states the district’s philosophy of personnel management and human resource development: “The Board subscribes to principles of human resources management which promote equal access, equal opportunity, equal treatment and fairness, staff development and training opportunities, affirmative action, fair compensation and accountability.” In addition, the board policy on Equal Employment/Affirmative Action, Section 2.20 of *Rules and Regulations* states that the San Mateo County Community College District is an equal opportunity employer and will not make decisions about hiring, retention, compensation, promotion, termination, and other employment status that would discriminate on the basis of race, color, religion, national origin, gender, disability, marital status, sexual orientation, medical condition, or other similar condition. (Ref. 7.25)

In addition to these statements in the district’s *Rules and Regulations*, the San Mateo County Community College District has adopted an affirmative action employment plan detailed in the Office of Human Resources’ *Affirmative Action and Personnel Selection Manual* (Ref. 7.26). The plan specifies actions to achieve effective representation of African Americans, Alaskan Natives, Asians, Hispanics, Latinas/Latinos, Native Americans, women, persons with disabilities, and other protected groups, depending on their availability in the work force. A component of the plan is that all faculty and staff complete an affirmative action training program.

The primary responsibility for the plan rests with the chancellor of the district, but under the direction of the chancellor, the college president is responsible for the success of the plan at the college level. Faculty and staff diversity advisory committees to the chancellor and the college presidents provide policy and procedural oversight at the district and college levels, and the board of trustees annually evaluates the progress of the implementation of the plan.

With respect to actual implementation of the policies and assurance of fairness in employment procedures, the college president and the Academic Senate president review and approve all full-time faculty applicant pools for diversity at several steps in the screening process. Moreover, all selection committees for full-time faculty hires are to be diverse and gender balanced. In addition, the committee must include a staff diversity representative who has completed staff diversity training, and that representative must approve all screening tools, interview questions, and other demonstrations before the committee is allowed to proceed with the screening process. Finally, the staff diversity representative monitors the committee's actions throughout the screening process to ensure compliance with published hiring guidelines.

The general procedures to ensure employment equity for full-time classified staff are the same as for full-time faculty, with the exception that only the college president need review and approve the applicant pool for diversity.

To further ensure fairness in hiring, the chairperson of each screening committee, whether for a faculty or staff position, is required to report the status of each applicant at the end of the screening process and document why or why not each candidate was or was not advanced to the next stage in the process. This information is reviewed and approved by the college president, the appropriate vice president, and the director of operations.

The district's Office of Human Resources maintains statistics on district and college employee demographics, which are regularly reported to the board of trustees. In spring of 1999, of the 656 employees at College of San Mateo, 43 were Asian/Pacific Islander; 13 Filipino; 29 African American; 45 Latino/Hispanic; and 5 Native American. There were 312 females (all groups) and 285 white males, and 5 employees were known to have disabilities. (Ref. 7.27)

Many personnel policies and procedures are based upon the results of collective bargaining agreements between the district and the various employee union groups, and each union member receives a copy of the collective bargaining agreement after contract ratification, with contract modifications available upon request. In addition, to apprise them of various policies and procedures, faculty members receive a *Faculty Handbook* at the beginning of every academic year; presently, there are no handbooks for either administrators or classified staff. Finally, the San Mateo County Community College District *Rules and Regulations* is available in paper

form from the district's Office of Human Resources or online through the district's Intranet.

Documents that cover screening procedures are distributed to the appropriate chairperson, and often to all members, of every full-time employee screening committee. In addition, for full-time faculty hires, before a screening committee begins its work, the committee meets with the college president and/or the appropriate vice president, the Academic Senate president, and the director of human resources in order to review procedures and discuss diversity goals. In addition, documents that cover evaluation procedures are given to evaluators and evaluatees at the beginning of the evaluation process.

District policy regarding the release of employee information is covered in *Rules and Regulations*. The district Office of Human Resources maintains all official personnel records in a secure location, with access to personnel records limited and information released to authorized employees on a need-to-know basis only, in compliance with district policy set forth in *Rules and Regulations* (Ref. 7.28). An employee has a right to access his or her record at any time. In addition, at the college level, division offices often maintain additional information about each employee. These records are kept secure and access is limited.

## **Appraisal**

Generally, administrators, faculty, and classified staff seem relatively satisfied with the implementation of hiring procedures. In the *Faculty/Administration Survey*, 86.5 percent of the respondents agreed that the procedures for hiring personnel are clearly stated; furthermore, 72.7 percent of the respondents agreed that the procedures for hiring personnel are consistently followed. From the generally favorable response to a variety of survey questions concerning hiring and evaluation practices, it seems safe to conclude that overall, faculty and administrators are satisfied with personnel policies and procedures and their availability. However, some administrators have said that they are not always certain that they are using the current version of a personnel document.

Meanwhile, 80 percent of the respondents in the *Classified Staff Survey* agreed that the college provides clearly stated criteria and procedures for hiring classified staff; however, only 68.6 percent of the respondents agreed that, in general, personnel policies and procedures affecting classified staff are clear, equitable, and available for review.

College of San Mateo works with the district Office of Human Resources to assess and report its achievement of employment equity objectives, and, in its achievement of diversity, the college has been less successful than it would like. The Office of Human Resources has completed an update of the affirmative action employment plan, including an assessment of the college's progress toward certain diversity goals.

Also, though one of the goals stated in the affirmative action employment plan is that all faculty and staff complete an affirmative action training program, as of the fall of 1999, only 62 of the college's over 650 employees had completed such training.

Independent auditors have recently completed their annual audit, which includes reviews and tests of the district's internal control systems. Certain components of the personnel system, including the security and completeness of personnel records, are subject to this audit, and according to the independent auditor's report, personnel system controls are adequate and are functioning as intended.

### **Plan**

Maintain and update all personnel policies, procedures, and forms on the district's Intranet to ensure that the most current version of these documents is used.

Encourage more college employees to complete formal affirmative action training.

### **Standard Seven Document References**

- 7.1 College of San Mateo (CSM) Staffing by Category in FTE, from the San Mateo County Community College District (SMCCCD) Staff Data Report
- 7.2 Request for Full-time Faculty Position
- 7.3 SMCCCD Selection Procedures for Faculty, September 2000
- 7.4 Sample Full-time Faculty Position Announcements
- 7.5 Sample Adjunct Faculty Position Announcements
- 7.6 Criteria for Classified Staff Position
- 7.7 Sample Classified Staff Position Announcements
- 7.8 Sample Administrative Position Announcements
- 7.9 Brochure for Recruitment of Diverse Faculty
- 7.10 CSM Student Satisfaction Survey, Summer 1999
- 7.11 CSM Faculty/Administration Survey, Summer 1999

- 7.12 CSM Classified Staff Survey
- 7.13 Agreement Between the Board of Trustees of the SMCCCD and San Mateo County Community College Federation of Teachers Local 1493 AFL-CIO
- 7.14 Tenure Review Policy and Procedures (Board Report 92-6-7B)
- 7.15 Evaluation Process, Implementation Guidelines for Regular Classroom Faculty
- 7.16 Guidelines for Evaluation of Non-Classroom Faculty
- 7.17 Proposed Evaluation Policy and Procedures for Adjunct Faculty
- 7.18 San Mateo County Community College District and California School Employees Association, Chapter #33 Collective Bargaining Agreement, 1998-2001
- 7.19 Classified Employee Evaluation Document
- 7.20 SMCCCD Rules and Regulations: Sections 5.56 and 5.66
- 7.21 SMCCCD Rules and Regulations, Section 5.16
- 7.22 Development Grants Available to Faculty
- 7.23 Flex Day Schedules, May 1999 and August 2000
- 7.24 Listing of Centers for Teaching and Learning Workshops, Spring 2000
- 7.25 SMCCCD Rules and Regulations, Sections 1.10, 2.11, and 2.20
- 7.26 SMCCCD Affirmative Action Plan
- 7.27 1998-99 Staff Diversity Update, Board Report No. 99-5-8C
- 7.28 SMCCCD Rules and Regulations, Section 2.13