**Standard III: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

**A. Human Resources**

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

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| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. How does the institution develop hiring criteria? | <http://www.yosemite.edu/recruitments/Hiring%20Process.htm>  MQ document:  <http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014_MQHandbook/#/0>  Job announcement approved by HR. | District - process  Division: criteria in committee  Follows essential duties in job description  HR Approval |
| b. How are faculty involved in the selection of new faculty? | Committee chair checklist  <http://www.yosemite.edu/recruitments/Hiring%20Process.htm>  Senate appoints representatives from faculty  Division reviews job description | Hiring Chair follows HR Guidelines/checklist. HR approves all higher committees ensuring bargaining unit representatives AA |
| c. How are positions advertised? | Ad-club recruitement plan: ACCCA, Ed-Join, Higher Ed.com, Diversity in HIgher Ed. Registry, national publications, industry specific publications per Dept/hiring manager. Social media. |  |
| d. By what means does the institution verify the qualifications of applicants and newly hired personnel? | Degree verification  Reference checks (form):  <https://www.yosemite.edu/recruitment/hiringprocess/> | District HR - MQ review, validation prior to hire, reference check (hiring chair) |
| e. How does the college check the equivalency of degrees from non-U.S. institutions? | HR uses Foreign Degree Service (FDS), vendor reviews all foreign degrees | HR/District process |
| f. What methods does the institution use to assure that qualifications for each position are closely matched to specific programmatic needs? What analyses and discussions have led the institution to agree on those needs? |  | job descriptions have been developed for all positions, approved in department, authorized by HR  Program review? AA |
| g. What safeguards are in place to assure that hiring procedures are consistently applied? | District EEO plan  <https://www.yosemite.edu/hr/employeeforms/>  Hiring chair monitors process, all committee members EEO trained, HR validates each step of the process, approves each hiring recommendation prior to Board, Board approval  Chair role, committee roles:  <https://www.yosemite.edu/recruitment/hiringprocess/> | Hiring chair monitors process, all committee members EEO trained, HR validates each step of the process, approves each hiring recommendation prior to Board, Board approval |
| h. How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence? | Minimum qualifications for faculty hiring, subject matter requirements for Respiratory Care? |  |
| i. Do the job descriptions for faculty members teaching in the baccalaureate degree accurately reflect the duties and responsibilities associated with the position? |  |  |
| j. Does the institution advertise specifically for personnel with expertise and experience in DE/CE? | Desirable qualifications developed in job description,  Specific questions related to DE |  |
| k. How does the college decide whether an applicant is well qualified in the field of DE/CE? Has the institution formulated specific selection criteria? |  |  |
| l. To what extent does the institution involve personnel with experience in DE/CE in the recruitment of new personnel? |  |  |

**2.** Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, Standard III: Resources 46 teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

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| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. How does the college know that the faculty selected for hire have adequate and appropriate knowledge of their subject matter? | Minimum quals  several rounds of interviews, teaching demonstration, reference checks | Senate hiring procedures? |
| b. By what methods does the college define and evaluate effective teaching in its hiring processes? How is that effectiveness judged? | initial hiring committee, including faculty, scores/rates documentation ranks candidates, teaching demonstration |  |
| d. How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence? |  |  |
| d. Do the qualifications for faculty teaching in the baccalaureate degree include a master’s degree or above; do the faculty currently teaching in the program upper division courses reflect those qualifications? |  |  |
| e. How does the college identify faculty expertise in DE/CE instruction? | DE Plan:  <http://www.mjc.edu/governance/distanceedcommittee/index.php> | DE Committee, required training |
| f. What analyses and discussions have led the institution to determine the qualifications of faculty and staff involved in offering DE/CE? |  | DE Committee |
| g. By what methods does the college define and evaluate “effective teaching” in its hiring processes for faculty to be involved in DE/CE? How is that effectiveness judged? |  | Dean/FAculty input?  DE Committee |

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

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

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| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. By what means does the institution verify the qualifications of applicants and newly hired personnel? | District will write per Gina | HIring chair - reference check, HR validates MQ’s and degrees |
| b. How does the college check the equivalency of degrees from non-U.S. institutions? | District |  |
| c. What evidence is there that hiring processes yield highly qualified employees? | District |  |
| d. What analyses and discussions have led the institution to determine the qualifications of faculty and staff involved in offering DE/CE? | MJC - DE committee, DE plan |  |

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

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| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. What process is in place to assure that evaluations lead to improvement of job performance? | <http://www.yosemite.edu/hr/documentspublications.htm> |  |
| b. What is the connection between personnel evaluations and institutional effectiveness and improvement? |  |  |
| c. Do evaluation criteria measure the effectiveness of personnel in performing their duties? |  |  |
| d. Do evaluation criteria specifically measure the effectiveness of personnel in performing their duties related to DE/CE activities? |  | Evaluation is completed to all courses taught by faculty during evaluation cycle. DE courses evaluated utilizing same eval process. |
| e. To what extent do the evaluation processes identify areas for improvement of duties related to DE/CE activities, including faculty’s interest in future involvement in this field or need for development? |  |  |

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

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| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. What in-depth thinking have faculty, as individuals and collectively, engaged in about how well students are learning in their courses and programs? What measures have they, as individuals and collectively, created or selected to measure that learning? Are these measures different for DE/CE students? | SLO’s included in LTAC and faculty evaluation  Evaluation article from YFA | Program review? CLO’s? |
| b. What discussions have faculty had about how to improve learning? What plans have been made? |  |  |
| c. What changes have faculty made in teaching methodologies to improve learning? |  |  |
| d. After analyzing appropriate data, what discussions have faculty had about the need to, and how to improve learning outcomes in DE/CE? What plans have been made? |  |  |
| e. What changes have faculty made in teaching methodologies to improve learning in DE/CE mode after evaluation and analysis of evidence of effectiveness? |  |  |

**7.** The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

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| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. By what means does the institution determine appropriate staffing levels for each program and service? |  |  |
| b. How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence? |  |  |
| c. By what means does the institution determine appropriate staffing levels for each program and service involved in the offering of programs and courses in DE/CE mode? |  |  |
| d. How does the institution decide on the organization of administrative and support staffing for DE/CE mode? |  |  |
| e. How effectively does the number and organization of the institution’s personnel work to support its DE/CE programs and services? How does the institution evaluate this effectiveness? |  |  |

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

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| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. What policies and practices demonstrate that part-time and adjunct faculty meet the criteria of this Standard? | District orientation (YFA and Senate Involved) | MQ’s, evaluations, |

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

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| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. How does the institution determine the appropriate number and qualifications for support personnel? | Industry standards (trades)  Program review |  |

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

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| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. How does the institution determine the appropriate number, qualifications, and organization of administrators? | Gina to write (per Gina) |  |

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

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| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. What processes does the institution use to develop and publicize its personnel policies? | <http://www.yosemite.edu/hr/documentspublications.htm>  http://www.yosemite.edu/Trustees/boardpolicy.htm | Human Resources webpage  Board webpage |
| b. How does the institution ensure that it administers its personnel policies and procedures consistently and equitably? Do these policies and processes result in fair treatment of personnel? |  |  |
| c. What processes does the institution use to develop and publicize its personnel policies? | http://www.yosemite.edu/Trustees/boardpolicy.htm | Board webpage  policy and procedure committee |
| d. How does the institution ensure that it administers its personnel policies and procedures consistently and equitably? Do these policies and processes result in fair treatment of personnel? |  |  |

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

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| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. How effective are the institution's policies and practices in promoting understanding of equity and diversity issues? How does the institution know these policies and practices are effective? | District to write EEO piece (per Gina)  June Board meeting - EEO reporting to Chancellors Office  <http://ccdc.sites.mjc.edu/>  http://www.mjc.edu/governance/ssec/ | EEO training  Diversity Committee  SSEC |
| b. How does the institution determine what kinds of support its personnel need? |  | evaluation  Professional development  department training  PEP |
| c. What programs and services does the institution have to support its personnel? How effective are these programs? |  |  |
| d. Are the programs, practices, and services evaluated on a regular basis? |  |  |
| e. How does the institution track and analyze its employment equity record? How does it use this information? |  | HR? |
| f. How does the institution ensure that its personnel and students are treated fairly? |  |  |

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

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| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. How does the institution foster ethical behavior in its employees? |  |  |
| b. Does the institution have a written code of professional ethics for all its personnel? |  | Board policy |

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

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| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. What professional development programs does the institution offer and/or support? | HR funds PEP  In- Service, institute day, flex training  Conferences  Leadership academy  Leadership day for CSEA |  |
| b. How does the institution identify professional development needs of its faculty and other personnel? |  |  |
| c. What processes ensure that professional development opportunities address those needs? |  |  |
| d. How does the college ensure meaningful evaluation of professional development activities? |  |  |
| e. What impact do professional development activities have on the improvement of teaching and learning? How does the institution evaluate that improvement? |  |  |
| f. What professional development programs relevant for DE/CE personnel does the institution support and/or provide? |  |  |
| g. How does the institution determine the professional development needs of its personnel involved in DE/CE? | DE Plan, DE committee | **Effective Practices**  Professional development, inclusive of board members, CEO, leadership throughout the institution, full-time and adjunct faculty, and staff, is aligned with the priorities and strategies of the institutional focus on student success. |

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

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| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. What are the institution’s provisions for keeping personnel records secure and confidential? |  | HR - Gina |
| b. How does the institution provide employees access to their records? |  |  |