**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).

**Standard III.A Human Resources**

**Standard III.A.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.*

Evidence of Meeting the Standard:

Yosemite Community College District (YCCD) assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by education, training, and experience to provide and support College programs and services. (BP 7120, Min Quals Doc, YCCD Recruitment and Hiring Process, YFA Contract) The YCCD Office of Human Resources provides employment and benefit services across the District including coordination of recruitment and hiring processes. (HR website <https://www.yosemite.edu/hr/>, Recruitment fair flyers)

The YCCD Board of Trustees has established policy which guides the development of hiring criteria.([BP 7120 - Recruitment and Hiring](http://www.mjc.edu/general/accreditation/bp_7120_recruitment_and_hiring.pdf),) The YCCD Recruitment and Hiring Process was developed in accordance with administrative procedure, Education Code, and California Code of Regulations, Title 5 via participatory process.( [YCCD Recruitment Process](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/YCCD%20Recruitment%20Process.pdf),Education Code Sections 70901.2, 70902(b)(7) &(d), and 87100 et seq.87100, 87400, 88003; Title 5 Sections 53000, et seq. 26

and 51023.5;). The District affirms its commitment to diversity in policy and in the Equal Employment Opportunity Plan. (BP 7100, EEO) The EEO Plan was updated in 2015 by the EEO Advisory Committee which includes a faculty member, an administrator, a classified professional, a student, and a community member. (EEO Plan page 6) The updated EEO Plan was approved by District Council and the Board of Trustees. (DC minutes, BOT minutes)

The Recruitment and Hiring Process document was created as a result of the process to revise Board Policy 7120 Recruitment & Hiring. During the regular review of BP/AP 7120 by the Policy and Procedure committee, an ad-hoc committee of District Council with representation from all constituent groups, feedback was solicited by the representatives from each constituent group. The feedback led to robust discussions with constituent groups seeking greater detail of each step in the recruitment and hiring process. Clarification regarding proper forms, composition of screening committees for each type of position classification, routing of forms, and required approvals. Agreement was reached that this level of detail is appropriately documented in department process rather than administrative procedure. Human Resources committed to engage in a collaborative process in development of the process and supporting instructions. (AP 7120, Recruitment & Hiring Process)

Administrative Procedure 7120 was revised on March 11, 2015 providing reference to the Recruitment and Hiring Process document now available on the District website where it serves as a guide to understanding and utilizing the YCCD recruitment process. (HR website snapshot of link to document)

The Recruitment and Hiring Process document codifies the minimum representative membership of screening committees for hiring of management, staff, and faculty positions. (Recruitment and Hiring Doc) The screening committee membership guidelines align with the agreements with the District bargaining units and the Leadership Team Handbook. (YFA Contract, CSEA Contract, LTAC Handbook) Faculty have a delineated role in the selection of new faculty. Faculty screening committees will include at least three members, which includes the screening committee chair, with the additional two faculty members recommended by the screening committee chair in consultation with the college’s Academic Senate. ([YFA Contract Article 7.1- Hiring Procedures](http://www.mjc.edu/general/accreditation/documents/yfa_agreement_2015_2016.pdf) [YCCD Recruitment Process](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/YCCD%20Recruitment%20Process.pdf)) Faculty screening committees make recommendations of candidates for second level interviews to the area vice president. (Recruitment and Hiring Doc)

Human Resources utilizes a variety of tools to advertise open positions at the Yosemite Community College District. The District contracts with Ad-Club to advertise positions with Association of California Community College Administrators (ACCCA), Ed-Join, HigherEd.com, and Diversity in Higher Ed. Open positions are posted on the California Community College Registry (CCC Registry) and announced District wide via internal email to all users. (Sample positions listed on CCC Registry, and email announcements) Positions may be posted in national publications or industry specific publications upon the request of the hiring manager. The search and recruitment for key executive positions is often led by a search consultant. (YCCD Chancellor Search announcement)

The 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. (Sample job announcements) The qualifications of applicants are verified through a screening process which is conducted by the screening committee lead by the committee chair. (Recruitment and Hiring Doc page 3) Screening committee members review and rank applicants based upon qualifications, knowledge, skill, and abilities related to the position as presented in their application materials to determine which applicants will move forward to the interview phase. (Sample application screening document) Reference checks are conducted by the screening committee chair or secondary interviewer of the top finalist candidate. (Recruitment & Hiring doc page 4, r[eference check form](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/Reference%20Check%202015.pdf))

The College places a priority on the recruitment and hiring of diverse, highly-qualified faculty, staff, and administrators who can provide quality programs and support services aligned with the College mission. Job descriptions are developed for all positions, approved in the hiring department, and authorized by Human Resources. ([Hiring process webpage](https://www.yosemite.edu/recruitment/hiringprocess/) )Faculty and administrator job descriptions must outline the minimum qualifications to apply. (Sample job descriptions) The screening committee chair is responsible for ensuring that all hiring processes are followed and consistently applied. ([Screening committee chair checklist](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/Committee%20Chair%20Checklist%202017.pdf), [role responsibilities](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/Roles%20Responsibilitie%20-%20Chair.pdf)) Human Resources engages a Foreign Degree Service to evaluate foreign degrees ensuring that the applicant meets minimum qualifications for the position. All screening committee members receive EEO training and sign a confidentiality statement. ([role of committee member,](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/Roles%20Responsibilities%20-%20Committee%20Member.pdf) [confidentiality statement](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/Confidentiality%20Form%20-%202017.pdf)) Human Resources validates each step of the recruitment and screening process leading to a hiring recommendation to the Board of Trustees. (Recruitment and Hiring Process Doc) Human resources verifies the eligibility for employment of all new hires and oversees the background check process prior to the first day of employment. (BP 7125, 7126, 7337)

The launch of the Respiratory Care Baccalaureate Degree program required that the Yosemite Community College District consider minimum qualifications for teaching upper division courses in the sequence to a bachelor’s degree. MJC collaborated with the fourteen other baccalaureate degree pilot colleges, the California Community Colleges Chancellor’s Office, the Academic Senate of California Community College, and the Accrediting Commission for Community and Junior Colleges in determining the minimum qualification for faculty teaching in the Respiratory Care Baccalaureate Degree Program. It has been determined that the minimum qualifications for faculty teaching upper division courses leading to a baccalaureate degree must possess a degree at least one level above the baccalaureate.(RCBD Sub change page 25) The staffing for the Respiratory Care Baccalaureate Degree Program is largely regulated by the Commission on Accreditation of Respiratory Care (CoARC). (CoARC accreditation letter, [CoARC website](http://www.coarc.com/)) The Dean of Allied Health and YCCD Human Resources will ensure that faculty assigned to teach upper division general education courses in the Respiratory Care Baccalaureate Degree Program meet the minimum qualifications.

Job announcements for faculty positions include a job description summary denoting that part of the teaching assignment may be online. The preferred qualifications and desirable characteristics sections highlight effective integration into teaching and willingness to experiment with teaching methods. (Math job announcement, nursing job announcement) Second level interviews of faculty include questions about incorporation of instructional technology into the teaching and learning environment providing opportunity for candidates to share their distance education teaching experience. (Second level interview question samples 2015 and 2016) Many departments that offer distance education courses include faculty with online teaching experience on the screening committee.

Analysis and Evaluation:

Human Resources oversees the recruitment process for all personnel and provides safeguards to ensure that this standard is met. Human Resources works closely with all faculty and staff screening committees throughout the entire recruitment process to ensure that hiring criteria, qualifications, and procedures for selection are understood and consistently applied. (Recruitment and Hiring Process) Screening committees are organized to diverse in terms of gender, race/ethnicity, and employee classification to the best extent possible.

To check the equivalency of degrees from non-U.S. institutions, the candidate is directed by Human Resources to have the degree translated by a Credential Evaluation and Foreign Degree Service.

The District adopted an EEO Plan June 2015, which transformed the way the District offered EEO and Diversity training to those who participate in the recruitment process. Prior to June 2015, Human Resources trained individual screening committees. (EEO Plan) Process evaluation by Human Resources revealed that more employees could be reached and trained by scheduling annual training for each constituent group and the leadership team. In January 2017, Human Resources launched online EEO training that is available on demand for any screening committee member. (Email announcement from K Pritchard on 1.19.2017)

**Standard III.A.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, 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. (ER 14)*

Evidence of Meeting the Standard:

MJC strives to hire the most qualified faculty for all open positions. To be considered for a position, applicants must meet the minimum qualifications or the equivalent as described in the position announcement in accordance with state law and Board policy. (Title 5 Sections 53400-53430, Min quals document, [Equivalency web page](https://www.yosemite.edu/recruitment/equivalency_policy_and_procedures), forms <https://www.yosemite.edu/recruitment/Equivalency_Masters_revised_Nov_17_2015.pdf>, <https://www.yosemite.edu/recruitment/Equivalency_No_Masters%20Required_revised_Nov_17_2015.pdf>, <https://www.yosemite.edu/recruitment/Equivalency_BA_or_AA_revised_Nov_17_2015.pdf> ) The minimum qualifications for faculty and administrators in California Community Colleges have been established by the Board of Governors of the California Community Colleges in consultation with the Academic Senate for California Community Colleges. (min quals doc) Applicants who do not meet the minimum qualifications for a faculty position may apply for equivalency in accordance with regulations per the process outlined in Board policy. (CCR Title 5 Section 53430, Ed Code 87359, BP 7211)

An effective process for hiring has been established to ensure content area expertise when hiring for faculty positions. All faculty position screening committees must include no fewer than two faculty which are approved by the Academic Senate. The application materials submitted by each candidate for faculty positions are reviewed by the screening committee members and ranked to determine the selection of candidates for interview. (Recruitment and Hiring Process Doc) First level interviews for faculty positions include a teaching demonstration and questions designed to gauge the capacity of the candidate to fulfil the broad range of responsibilities, which may include online instruction, needed within their discipline. (Sample interview questions, teaching demonstration samples) Questions also serve to measure experience in the areas of curriculum development and review and assessment of learning. (Second level interview questions)

MJC has established a robust training program leading to two levels of certification for faculty interested in teaching online. New faculty hires with @One online certification are considered well prepared to teach online for the College. To further ensure high quality educational experiences for all students, online courses are reviewed using a rubric prior to being scheduled. ([DE Strategic Plan](http://www.mjc.edu/governance/distanceedcommittee/deplan9814final.pdf))

Faculty teaching baccalaureate level courses associated with the major and general education pattern of the Respiratory Care Baccalaureate Degree Program are required to hold a degree one level above the baccalaureate. RCBD Sub change page 25)

Analysis and Evaluation:

Modesto Junior College is successful in hiring and retaining highly qualified faculty. The job announcements delineate the required qualifications and the broad recruitment and rigorous processes for selecting candidates facilitates hiring faculty that contribute to the mission of the College. (BP 7211, BP 7-8047, job descriptions) Through the application and interview process, faculty candidates provide evidence of their sensitivity to and and understanding of a diverse community college population. (Sample interview questions) MJC is proud of the long tenure of many faculty members and strives to continue the tradition of exceptional faculty through robust and consistent recruitment and hiring processes. (Faculty list from back of catalog)

**Standard III.A.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.*

Evidence of Meeting the Standard:

YCCD and MJC seek the most qualified managers, administrators, and classified professionals.To facilitate hiring individuals well preapred to successfully fill the role, job descriptions and announcements are developed to clearly communicate the scope of the position.

Academic administrator job descriptions include the minimum qualifications or the equivalent, as required. (CCR Title 5 Section 53420, Minimum Quals Doc, j[ob descriptions](https://www.yosemite.edu/hr/currentclassifications/management), BP 7250, BP 7211) Related experience and desired qualifications that are above minimum qualifications are presented in the job announcement. (Job announcements) Job descriptions for classified managers are developed by the hiring manager in consultation with Human Resources in accordance with Board policy. [(BP 7-8037](https://www.google.com/url?q=https%3A%2F%2Fwww.yosemite.edu%2Ftrustees%2Fboard_policy%2F7-8037%2520Duties%2520of%2520Employees.pdf), BP 7260) The qualifications in relation to education, experience, and technical job knowledge are described in the job announcement for each position. (Job description classified manager, job announcement for same) Most classified manager positions required at minimum a bachelor’s degree and experience criteria aligned with the responsibilities of the position.

The job descriptions for each classified staff position reflect the position requirements and responsibilities. ([Staff job descriptions](https://www.yosemite.edu/hr/currentclassifications/classified)) Human Resources establishes classified professional qualifications by matching the position requirements and responsibilities to industry standards. Job descriptions and announcements include education and experience requirements, knowledge and abilities required by the position, and information regarding the working conditions, physical demands related to the position.

Analysis and Evaluation:

College administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Academic administrative, classified management, and classified staff positions have a uniform job design to ensure the qualifications necessary to perform the duties required to support institutional effectiveness and academic quality have been identified. Classified staff and administrative job descriptions include the following: Definition, Distinguishing Characteristics, Supervision received and exercised, Duties and Responsibilities, Typical working conditions and Minimum Qualifications. The knowledge and ability requirements listed under Minimum Qualifications represent the essential duties of the position. Human Resources makes each job description accessible via the District’s website. (HR website with position descriptions [Classified,](https://www.yosemite.edu/hr/currentclassifications/classified) [Management](https://www.yosemite.edu/hr/currentclassifications/management))

**Standard III.A.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.*

Evidence of Meeting the Standard:

The minimum qualifications for all positions describe both the required and desired education credentials. Applicants for positions requiring higher education degrees are required to provide transcripts that note degree conferral. Unofficial transcripts may be submitted at the time of application and are reviewed by the screening committee. (Recruitment and Hiring Process) Individuals submitting college or university coursework or degrees from an institution outside of the United States must obtain a complete evaluation of foreign transcripts and degrees through a U.S. foreign transcript evaluation agency.

Analysis and Evaluation:

Faculty and administrative job announcements provide direction to candidates regarding transcripts from non-U.S. institutions.(Job announcements) Applicants are directed to have the degree translated by a credential evaluation and foreign degree service.

**Standard III.A.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.*

Evidence of Meeting the Standard:

The Yosemite Community College District has established evaluation processes for each of its constituent groups including faculty, classified staff, and administrators. (YFA Contract eval section, CSEA Contract eval section, LTAC Handbook eval section, BP 7150, BP 2435) The evaluation process is the formal method of recording job performance and is maintained in the personnel file at Human Resources. The performance evaluation process includes discussion between supervisor and employee regarding job performance expectations. This includes feedback noting areas of performance excellence and strength and identifying areas needing improvement. The process also incorporates measurable criteria for effectively assessing an employee’s work performance in relation to maintaining institutional effectiveness. (BP 3225, Evaluation forms CSEA, Faculty, Admin)

The District commits to assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. (BP 7150) Processes and procedures are in place for all permanent personnel within the District to ensure the regular cycle of performance evaluation. The evaluation tools consist of forms for evaluation and performance appraisal, peer evaluation, self-evaluation, goal setting, and performance improvement plans. Each process for performance evaluation was established in compliance with policy and these processes vary by employee group. (BP 7150, [as above, these should be the eval articles and not the entire document] LTAC handbook CSEA Contract, YFA Contract) Faculty teaching distance education courses are evaluated for effectiveness in teaching online as part of the performance evaluation. (Online faculty evaluation/observation form)

Analysis and Evaluation:

Through the negotiations process, each constituent group has participated in discussions with District representatives to review performance evaluation methods. Discussions have led to the incorporation of methods to measure how well performance helps maintain or increase institutional effectiveness. These discussions have resulted in process improvement through the creation of new evaluation tools and timelines. (CSEA and YFA Contracts, LTAC handbook, evaluation forms for all groups) The governing Board has established policy delineating the process of evaluation of the Chancellor. (BP 2435)

Employee performance evaluation provides opportunity for employee and supervisor discussion of effectiveness in job performance and is therefore a valuable process designed to encourage improvement. When performance evaluation identifies areas requiring improvement, follow-up is timely and in accordance with established process. All personal evaluations are documented and retained in the employee personnel file in Human Resources, including follow-up plans for improvement. (CSEA PIP, BP 7150, CSEA & YFA Contract evaluation sections, LTAC handbook evaluation section)

|  |  |  |
| --- | --- | --- |
| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. What process is in place to assure that evaluations lead to improvement of job performance? | [BP 7150 - Evaluations](https://www.yosemite.edu/trustees/board_policy/7150%20Evaluation.pdf)  [YCCD Evaluation Forms (Faculty, Classified and Management)](https://www.yosemite.edu/hr/employeeforms/evaluation_forms/) |  |
| [b](https://www.yosemite.edu/hr/employeeforms/evaluation_forms/). What is the connection between personnel evaluations and institutional effectiveness and improvement? | [BP 7150 - Evaluations](https://www.yosemite.edu/trustees/board_policy/7150%20Evaluation.pdf)  [BP 2435 - Evaluation of the Chancellor](https://www.yosemite.edu/trustees/board_policy/2435%20Evaluation%20of%20the%20Chancellor.pdf)  [BP 3225 - Institutional Effectiveness](https://www.yosemite.edu/trustees/board_policy/3225%20Institutional%20Effectiveness.pdf) |  |
| c. Do evaluation criteria measure the effectiveness of personnel in performing their duties? | Faculty Forms:  [Faculty Evaluation Forms](https://www.yosemite.edu/hr/employeeforms/evaluation_forms/evaluations_forms/faculty_evaluation_timelines.pdf)  [Faculty Peer Evaluation Forms](https://www.yosemite.edu/hr/employeeforms/evaluation_forms/evaluations_forms/UPDATE%20Faculty%20Peer%20Evaluation%20Forms.pdf)  [Faculty Student Evaluation Forms](https://www.yosemite.edu/hr/employeeforms/evaluation_forms/evaluations_forms/faculty_student_evaluations_forms.pdf)  Leadership Team Forms:  [Management Survey Evaluation Forms](https://www.yosemite.edu/hr/employeeforms/evaluation_forms/evaluations_forms/lt_eval%20forms_evaluation%20survey_4th_year.pdf)  [Management Measurable Goals Form](https://www.yosemite.edu/hr/employeeforms/evaluation_forms/evaluations_forms/LT%20Eval-Measurable%20Goals-Annual.pdf)  [Management Performance Appraisal Form](https://www.yosemite.edu/hr/employeeforms/evaluation_forms/evaluations_forms/lt_eval%20forms_performance%20appraisal_biennial.pdf)  Classified Staff Forms:  [Classified Evaluation Form](https://www.yosemite.edu/hr/employeeforms/evaluation_forms/evaluations_forms/Classified%20Performance%20Evaluation.pdf)  [Classified Performance Improvement Plan](https://www.yosemite.edu/hr/employeeforms/evaluation_forms/evaluations_forms/Classified%20Performance%20Improvement.pdf) | Faculty Forms include timeline; peer evaluation forms; student evaluation forms.  Leadership Team forms include Evaluation Survey; Measurable Goals; Performance Appraisal  Classified Staff forms include Performance Evaluation Form; Classified Employee Performance Plan |
| 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? |  |  |

**Standard III.A.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.*

Evidence of Meeting the Standard:

The first level of evaluation of the use of assessment of learning outcomes to improve teaching and learning occurs within the Program Review process. The Program Review includes a reflection on the department’s assessment results and progress toward increasing learning outcomes through improvements made as a result of the regular cycle of assessment evaluation. (PR cycle, OAW website, sample pR with strong reflection narrative)

Yosemite Community College District is currently negotiating the faculty evaluation process and forms with the faculty union, Yosemite Faculty Association. The parties reached a tentative agreement on on January 17, 2017 which will require adoption through the ratification process. As part of that agreement, a component to assess Student Learning Outcomes was added to the faculty evaluation process. (Faculty Self Evaluation Form, Appendix C) The academic administrator conducting the faculty evaluation will use the faculty member’s self evaluation input in framing the evaluation discussion on assessment of Student Learning Outcomes and improvements to the teaching processes leading to increased student learning. The discussion may include department level conversations focused on student learning outcomes assessment, Program Review, and Program Learning Outcome analysis and evaluation leading to program improvement. Faculty teaching distance education courses are evaluated using the same process as faculty teaching in the traditional classroom. (YFA contract language re online evaluation)

College administrators are evaluated on student learning outcomes as it relates to their role in using data analysis to assess learning outcomes to support improvement in teaching and learning for program improvement. ( YCCD Leadership Team Job Performance Appraisal Form #22)<https://www.yosemite.edu/hr/employeeforms/evaluation_forms/evaluations_forms/LT%20New%20Eval%20Forms_Performance%20Appraisal_fillable.pdf>].

Analysis and Evaluation:

The District has implemented evaluation of College administrators directly responsible for student learning are evaluated on how well they use the results of the assessment of learning outcomes to improve teaching and learning. Pending ratification by the faculty union, faculty evaluation will include a self- evaluation that addresses assessment of Student Learning Outcomes and improvements to the teaching processes and student learning. Detail on improvements to instructional programs based on evaluation of outcomes assessment is fully presented in Standard II.A.16.

**Standard III.A.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.*

Evidence of Meeting the Standard:

Modesto Junior College’s faculty is of sufficient size to support the educational programs and student support programs of the institution. The faculty is comprised of full and part time employees meeting the minimum qualifications of education and experience established by the California Community Colleges Chancellor’s Office. (min quals doc, faculty job announcements) The College has developed a Faculty Hiring Prioritization Process which relies on Program Review and assessment to inform the proposals from the Divisions. (Faculty Hiring Process Doc) The Faculty Hiring Prioritization Process is inclusive of vacancies due to retirement and resignation, mid-year departures, and growth positions.

Once approved by College Council, the Faculty Hiring Prioritization list is forwarded to the President. The President confers with the Chancellor’s Cabinet in determining the number of faculty positions that can be hired based on the College’s financial position, the Faculty Obligation Number, and the opportunity for District growth. When the President made adjustments to the faculty hiring priorities received from College Council, it was communicated to the College and Academic Senate including the data informing her decision. ([Academic Senate minutes 12.11.14](http://www.mjc.edu/governance/academicsenate/2014_approved_academic_senate_mtg_minutes_dec_11.pdf), [President’s Prioritized Faculty Hiring List](http://www.mjc.edu/governance/academicsenate/presidents_ranking_discussed_at_college_council.pdf) )

MJC has at least one full time faculty member in each of the educational programs offered. All full time faculty have been determined to meet or exceed the state minimum qualifications for teaching in the community college. (Min Quals doc) In both transfer and Career Technical Education programs, the full time faculty are augmented with part time faculty to meet student demand for class sections. Many of the adjunct faculty are employed in their field of expertise providing an opportunity for students to engage with current practitioners in a number of disciplines.

The District seeks to attract and hire highly qualified faculty for part time and full time positions. To this end, the salary schedule is subject to collective bargaining and has been developed using a set of cohort colleges and and interest-based approach. As a result, salaries are competitive and the benefits package is attractive. (Faculty salary schedule)

FON/75-25 Chart from Shawna Dean.  
  
Distance education proposals for courses are determined by the department faculty and submitted to the Curriculum Committee for review and local approval. (Curriculum Manual) Full and part time faculty with an interest in teaching distance education course sections are encouraged to complete the Online Teaching Certificate program offered by the Distance Education Department at MJC or through @ONE.

Analysis and Evaluation:

The state of California has a longstanding goal that at least 75 percent of the hours of credit instruction in the California Community College system should be taught by full-time instructors. MJC has made some progress toward meeting this goal. The College has continually met the FON benchmark.

[Insert Chart]

As of \_\_\_\_\_, the District employed \_\_\_ full time faculty and \_\_\_ part-time (adjunct) faculty. At MJC there were \_\_\_ full time faculty and \_\_\_ part-time (adjunct) faculty.

The District requires all faculty to meet the discipline standards as outlined in the 10th edition of Minimum Qualifications for Faculty and Administrators adopted by the Board of Governors in 2013-14. While most disciplines require a Master’s degree, \_\_\_% of full-time faculty and \_\_\_% of part-time faculty hold Doctoral degrees. In addition, the career technical education faculty hold advanced degrees as follows \_\_\_Master’s, \_\_\_Doctoral.

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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? | Program Review  College Council  FON review |  |
| 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? |  |  |

**Standard III.A.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.*

Evidence of Meeting the Standard:

YCCD and MJC value the contributions of part time and adjunct faculty and work to integrate adjunct instructors into the life of the institution. (Senate membership, YFA board membership, Participant list from Great Teacher’s REtreat, Division meeting invites, FLEX) Upon Board approval, part-time and adjunct faculty are invited to attend Human Resources New Employee Orientation. (Sample email) The orientation includes an overview of policies and practices for the District. (New employee orientation PowerPoint) To further support part time and adjunct faculty, MJC holds an Adjunct Orientation at the beginning of the semester. This event is coordinated by the Yosemite Faculty Association, and is presented by union leadership, Academic Senate, and the Vice President of Instruction. Orientation topics include the evaluation process, resources, and the faculty contract. (Adjunct orientation meeting information from Brenda Thames or Sarah Curl) Part time and adjunct faculty are provided oversight by an academic Dean who is responsible for leading the employee performance evaluation process. (YFA Contract section on evaluation)

As outlined in Standard III.A.5, the YCCD has established evaluation processes for part time and adjunct faculty. The evaluation process provides a formal method to evaluate and document job performance and provides a venue for discussion of strengths and areas for growth leading to improved teaching. Part time and adjunct faculty are evaluated at least once during the first semester of employment and then at least once every three academic years thereafter. The YCCD and Yosemite Faculty Association recently drafted a tentative agreement that provides clarity regarding evaluation processes. ( https://www.yosemite.edu/hr/employeeforms/contracts\_handbooks/YFA%20Agreement %202015%202016%20Final%20w%20signatures.pdf)

In the area of professional development, part time and adjunct faculty are encouraged to attend Institute Day and Flex activities. (Institute Day emails, Flex announcements, division meeting agendas with Flex announcements or discussions) Through participation in College professional development activities, adjunct faculty receive credit toward their flex requirement. Part time faculty are invited, but not required, to attend College-wide and division meetings and to participate in professional development workshops offered throughout the year. Part time and adjunct faculty can avail themselves of the professional development programs outlined in Standard III.A.14. (https://www.yosemite.edu/hr/employeeforms/employee\_forms/request\_for\_professional \_improvement\_activity.pdf )

Analysis and Evaluation:

Part time and adjunct faculty are integrated into the life of the institution and provided orientation, oversight, and professional development opportunities. All District employees, including part time faculty, undergo a regular cycle of employee performance evaluation. (YFA Contact evaluation section). New and returning adjunct faculty are encouraged to participate in Adjunct Orientation and division meetings. Part time and adjunct faculty are invited to engage in a variety of professional development activities including online faculty training offered by the Distance Education Department which offers certificates in online teaching and master online teaching. (DE website, invitation from MS re training) Part time faculty were encouraged to attend the Great Teachers’ Retreats held summer of 2015 and summer of 2016. (Great Teachers’ retreat agenda, participant list) The Great Teachers’ Retreats featured nationally renowned speakers, workshops, department workgroups, and opportunity to network with colleagues in a casual setting.

Professional Development Guidelines

<https://www.yosemite.edu/hr/employeeforms/employee_forms/request_for_professional_improvement_activity.pdf>

Adjunct Evaluation Process as outlined in the YFA Contract : <https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/YFA%20Agreement%202015%202016%20Final%20w%20signatures.pdf>

**Standard III.A.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. (ER 8)*

Evidence of Meeting the Standard:

As of the \_\_\_\_\_\_ semester, the College had \_\_\_ full-time classified employees and \_\_\_ part-time classified employees. Classified staffing levels are slowly being restored after the severe budget cuts from 2010-2015.

[INSERT STAFFING CHART FROM HR]

The need for additional classified employees is identified through the Program Review process. Program Review includes a section where staffing needs are explained in narrative and a request for human resources is proposed. (PR with staff request) Following the economic downturn, money has been restored to the colleges through new funding streams including student success, equity, and the Strong Workforce Partnership. Each of these funding streams has specific parameters for expenditures including the types of positions that can be supported with the resources. (SSSP rules, SEP Rules, SWP rules) The College has hired new positions

Analysis and Evaluation:

The College meets the standard. There are a sufficient number of employees to support the institution’s mission and purposes (ER 8). In addition to developing an appropriate staffing allocation, the College has an interest in increasing institutional effectiveness and productivity. The District completed the first round of classification reviews to ensure that work is properly aligned with the classification. The District is also updating job descriptions for functional areas to ensure consistency and accountability.

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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 |  |

**Standard III.A.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.*

##### Evidence of Meeting the Standard

As of the \_\_\_\_\_\_ semester, the College had \_\_ administrators. The reporting relationships of the institution’s departments, programs, and services are documented in the organization charts (Link from Lucy Munoz). The College engages in a variety of assessment and planning processes to ensure all human resources needs of the institution are met. Strategic planning, program and budget review are all part of the process.

Administrator positions are regularly reviewed in relation to the needs of the College. When vacancies occur, the President and Vice Presidents meet to assess the needs of the department affected prior to moving forward with recruitment. Job descriptions and desired qualifications are reviewed and updated as needed by benchmarking with similar positions in other community college districts.

##### Analysis and Evaluation

The College meets this Standard. The College has a full complement of administrators and is in compliance with ER 8. Since \_\_\_, the number of administrators has increased from \_\_\_ to \_\_\_ in order to provide greater support for institutional effectiveness and student equity issues, and to provide greater oversight of emerging state mandates in student services.

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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) |  |

**Standard III.A.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.*

Evidence of Meeting the Standard:

The District subscribes to the Community College League of California’s Policy and Procedure Services. Recommendations for revision or new documents are most often initiated by the Community College League of California (CCLC) legal updates and by way of the six-year comprehensive review cycle; but, also come from other external or internal requests that can be considered during the annual review period. The District’s Public Affairs Department in the Chancellor’s Office oversees the policy and procedure development and review process for the District. As part of their process, Subject Matter Experts are consulted for review and recommendations. Human Resources serves as the Subject Matter Expert for all personnel related policies.

The District has adopted several Board Policies and Procedures that ensure fairness and compliance in employment practices and Human Resource related matters. The following list provides a sample of some of the District’s existing board policies in Section 3 - General Institution and Section 7 - Human Resources:

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| BP 3410 Non Discrimination | It is the policy of Yosemite Community College District to provide an environment free of unlawful discrimination. Discrimination on the basis of ethnic group identification, religion, age, sex or gender, sexual orientation, color or physical or mental disability in the District’s programs, activities and work environment is unlawful and will not be tolerated by the District. |
| BP 3420 Equal Employment Opportunity | It is the District’s policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, sexual orientation, language, accent, citizenship status, transgender status, parental status, marital status, economic status, veteran status, medical condition, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. |
| BP 3430 Sexual Harassment | The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation. It shall also be free of other unlawful harassment, including that which is based on any of the following statuses: race, color, religion, ancestry, national origin, disability, sex (i.e., gender), sexual orientation, or the perception that a person has one or more of the foregoing characteristics. |
| BP 7100 Commitment to Diversity | The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates. |
| BP 7120 Recruitment and Hiring | The Chancellor shall establish procedures for the recruitment and selection of employees including, but 7 not limited to, the following criteria:   * An equal employment opportunity plan shall be implemented according to Title 5. * Academic employees shall possess the minimum qualifications prescribed for their positions by 12 the Board of Governors.   The criteria and procedures for hiring academic employees shall be established and implemented in accordance with Board Policies and Administrative Procedures regarding the Academic Senate’s role in local decision making, and also in accordance with all contractual agreements.  The criteria and procedures for hiring classified employees shall reflect job-related selection criteria in 19 accordance with all contractual agreements. |
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Analysis and Evaluation:

The District’s Policies and Procedures are available on their website. The website also provides detailed information on the policy and procedure review process. In 2015, Human Resources participated in the review and/or development of policies and procedures 3420 - Equal Employment Opportunity; 3430 - Sexual Harassment; 7110 - Delegation of Authority for Personnel Actions; 7130 - Compensation; 7160 - Professional Development; 7211 - Faculty Service Areas, Minimum Qualifications and Equivalencies; 7232 - Classification Review; 7340 - Leaves; and 7700 - Whistleblower Protection. Human Resources will participate in the 2016 review cycle which includes review and/or development of nine policies.

Human Resources ensures that new and/or revised policies and procedures are reflected when developing and editing contract and handbook language. New employees are informed and provided with bargaining unit contracts/handbooks as well as District Policies and Procedures during the onboarding process, which is held monthly following each Board of Trustees meeting..

Human Resources facilitates training sessions covering topics such as bargaining unit contract and handbook guidelines, board policy and procedure, diversity and EEO compliance. Human Resources offers and facilitates on-site staff training for legally mandated topics such as harassment awareness training. It partners with Liebert, Cassidy and Whitmore to offer on-site training and \_\_\_ number of webinars per year.

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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? | Contracts & Handbooks Online:  [Employee Bargaining Unit Contracts and Handbooks](https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/)  Board Policies Online:  [YCCD Board Policy](https://www.yosemite.edu/trustees/boardpolicy) | 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? | Board Policies and Procedures are available online.  [YCCD Board Policy](https://www.yosemite.edu/trustees/boardpolicy)  Bargainint Unit Contracts and Handbooks are made available online  [Employee Bargaining Unit Contracts and Handbooks](https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/)  HR provides training to ensure awareness, understanding, and compliance of policies and procedures. |  |
| c. What processes does the institution use to develop and publicize its personnel policies? | [YCCD Board Policy Review Process](https://www.yosemite.edu/trustees/board_policy/YCCD%20Board%20Policies%20and%20Administrative%20Procedures%20Description%20Document.pdf) | Board webpage  policy and procedure committee  Board Agenda |
| 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? | By offering and facilitating training programs for all constituent groups.  Monthly EER meetings where representatives bring their concerns regarding equitable treatment. |  |

**Standard III.A.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.*

Evidence of Meeting the Standard:

The District follow follows Equal Employment Opportunity in all its hiring procedures, including a commitment that successful candidates demonstrate sensitivity to and ability to work with diverse academic, socioeconomic, cultural and ethnic backgrounds of students, faculty, and staff, including ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability.

The Yosemite Community College District (YCCD) Equal Employment Opportunity (EEO) Plan was adopted by the governing board on June 10, 2015 [YCCD EEO Plan<https://www.yosemite.edu/hr/employeeforms/employee_forms/YCCD%20EEO%20Plan%202015.pdf>]. The EEO Plan reflects the district’s commitment to equal employment opportunity. It is the district’s belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment, which is welcoming to all, will foster diversity and promote excellence.

The District demonstrates an understanding and concern for equity and diversity through the policies and practices it has institutionalized. The district’s commitment to diversity is stated in Board Policy 7100 [Board Policy 7100<https://www.yosemite.edu/trustees/board_policy/7100%20Commitment%20to%20Diversity.pdf>]. It states, “The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students.”

Training is provided for employees in regard to specific issues of equity and diversity. The Equal

Employment Opportunity training for all members of screening committees promotes an understanding of equity and diversity across the institution [INSERT EVIDENCE – TRAINING BY GINA ON 11/29/16].

The district evaluates employment equity and diversity. To assess its record in these areas, the YCCD Office of Human Resources utilizes a confidential data sheet [INSERT EVIDENCE – HR TRACKING SHEET APPLICANTS] to track applicant ethnicity, gender, and disability for all positions. Utilizing data on employee demographics, HR prepares annual Equal Employment Opportunity reporting documents [YCCD EEO PLAN 2015<https://www.yosemite.edu/hr/employeeforms/employee_forms/YCCD%20EEO%20Plan%202015.pdf>].

On a periodic basis, the Board of Trustees reviews the demographic composition of the employee workforce and the applicant pool. District Human Resources collaborates with the Research Office to provide data that evaluates the District’s employment equity and diversity in order to ensure representation from a diverse population.

GINA TO INSERT DEMOGRAPHIC DATA FROM SHAWNNA DEAN

Positions at the college are advertised broadly through a variety of avenues such as the district website, publications, state-wide job fairs, and the registry for California Community Colleges.

Analysis and Evaluation:

The College meets the standard. The (INSERT DATE) Staff Demographics statistics indicates that the College assess its record in employment equity and diversity, consistent with its mission.

Collaboration is fostered campus-wide and involves participation from faculty, staff, and administration from the hiring process, to the retention and continued support of the institution’s diverse personnel.

The YCCD Office of Human Resources supports college personnel by providing Equal Employment Opportunity training for all members of screening committees to promote an understanding of equity and diversity. The college works diligently to maintain appropriate programs, practices and services that support its diverse personnel and student body.

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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 Chancellor's 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? |  |  |

**Standard III.A.13**

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

Evidence of Meeting the Standard:

There is a District wide commitment to ensuring that all members of the Yosemite Community College District understand and adhere to behavior consistent with professional and ethical standards. The District’s commitment is illustrated by it’s inclusion of a statement of ethics in each bargaining unit contract and/or handbook. The District’s current policy and procedure review includes the development of a new policy, Policy 3050 - Institutional Code of Ethics.   
  
Analysis and Evaluation:

Two of the three employee groups (Faculty and Administrators) include a statement of ethics in their contract and CSEA includes a statement in their state level website. The Yosemite Faculty Association contract includes a statement of ethics (Appendix C-2) which is a Modified version from the Statement on Professional Ethics adopted by the American Association of University Professors. The Leadership Team handbook includes a section on statement of ethics (Section D) which states “The YCCD Leadership Team fully supports the Association of California Community College Administrators (ACCCA) Statement of Ethics provided in Appendix A.”

The District policy and procedure review committee has included Board Policy 3050 - Institutional Code of Ethics in their current review cycle. They plan to develop BP 3050 and forward to the YCCD Board of Trustees for formal adoption in Spring 2017.

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| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. How does the institution foster ethical behavior in its employees? | [Yosemite Faculty Association Contract](https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/YFA%20Agreement%202015%202016%20Final%20w%20signatures.pdf)  [Leadership Team Handbook](https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/LT%20Handbook%202015.pdf) |  |
| b. Does the institution have a written code of professional ethics for all its personnel? | Currently under development by the District’s Board Policy and Procedures Review Committee. | Board policy 3050 - Institutional Code of Ethics is in the current review cycle and in the development phase |

**Standard III.A.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.*

Evidence of Meeting the Standard:

The College provides professional development for faculty, staff, and management through a variety of programs coordinated by the college and through the District. The professional development committee coordinates Institute Week to [college to insert description].

On a district wide level, a number of professional development training sessions were provided to all managers and supervisors. These sessions have included instruction on personnel practices, Title IX, EEO, preventing sexual harassment, performance management, understanding union contracts, conducting investigations and effective communication. The District also conducts an in house leadership academy open to all administrators. The comprehensive, year long program focuses on developing leaders for the organization to support the Board’s “grow your own” philosophy.

The District held a retreat for all classified staff on \_\_\_\_. The day included training on Budget/Fiscal, Enrollment Management/Accreditation, effective communication and developing a personal mission/vision.

Faculty may apply for and participate in sabbatical leaves as prescribed in the collective bargaining agreement. In addition, in accordance with the collective bargaining

The District promotes use of the system wide Professional Learning Network (PLN). It is a full service, one-stop site for professional development, including ability to have an individual development plan.

Analysis and Evaluation:

College meets this Standard. Faculty, classified staff, and administrators are encouraged to participate in formally scheduled professional development activities. There are provisions in the collective bargaining agreements for full-time faculty to attend conferences and for sabbatical leaves. Classified employees are encouraged to participate in relevant training opportunities and have a provision in their collective bargaining agreement to receive release time for taking college classes. District workshops provide managers and supervisors with the training they need to perform their responsibilities as administrators.

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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  PLN |  |
| 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 |  |

**Standard III.A.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.*

Evidence of Meeting the Standard:

Human Resources has processes in place which ensure the security and confidentiality of all personnel records and files. Employee personnel files containing paper copies of employment records are kept in fire proof cabinets located in Human Resources. HR personnel are responsible for the security and maintenance of these files. Processes are in place which allow employees access to their personnel file in a secure and confidential environment. (California Labor Code 1198.5; California Education Code section 87031)

The District currently uses Datatel for the storage and maintenance of electronic personnel records and information. Access to these electronic records is only granted to key personnel based on their area of work, level of expertise, and need to know basis. Information Technology has the responsibility and oversight of the request process and requires formal approval by a high level administrator before granting access.

Analysis and Evaluation:

YCCD is committed to ensuring the security and maintaining the confidentiality of all employee records. Measures used by HR to ensure the security and confidentiality of personnel files and records include using fire proof cabinets, oversight of these records by HR personnel during open hours, and keeping records in locked areas during closed hours. HR personnel have processes in place which allow employees access to their file. Employees also have the right to be informed before items of a derogatory nature are placed in their personnel file. Additionally, the processes allowing employees access to their file and for notifying employees before the placement of items derogatory in nature, are outlined the the bargaining unit contracts and handbooks.

Electronic files may only be accessed by authorized key personnel and this access is granted by Information Technology through a formal request and approval process.

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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? | [BP 3310 - Records Retention and Destruction](https://www.yosemite.edu/trustees/board_policy/3310%20Records%20Retention%20and%20Destruction.pdf) | HR - Gina |
| b. How does the institution provide employees access to their records? | [Employee Contracts and Handbooks](https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/) | YFA (Faculty Contract) - see Article 8  CSEA (Classified Contract) - see Article 9  Leadership Team (management) Handbook - see Section F-4 |