

IIIA. 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.**

Evidence of Meeting the Standard

The College's policies and procedures for hiring processes include developing job descriptions, advertising, and determining candidate qualifications in compliance with the Equal Employment Opportunity Plan, California Education Code, Title 5, Board Policy (BP) 3420 Equal Employment Opportunity, and Administrative Procedure (AP) 3420 **(III.A.1.1 BP 3420; III.A.1.2 AP 3420)**. The criteria and procedures for hiring academic employees are established and implemented in accordance with College BPs and APs, including the Academic Senate's role in local decision-making. **(III.A.1.3 BP 7120 Recruitment and Hiring; I.B.9.17 AP 7120 Recruitment and hiring faculty)**. AP 7121 provides for Classified Senate participation in hiring decisions for classified employees **(III.A.1.4 AP 7121 Recruitment and Hiring: Classified Employees; III.A.1.5 AP 7123 Recruitment and Hiring: Confidential Employees)**. Recruitment and hiring for administrators include diverse screening committee membership to ensure a variety of perspectives are used to assess applicants' qualifications. **(III.A.1.6 AP 7122 Recruitment and Hiring: Management Employees; III.A.1.7 AP 7124, Recruitment and Hiring: Executive Management Employees)**. Policies and procedures describing the College's hiring policies and procedures are publicly available on the Mt. SAC website **(II.C.8.8 BP-AP Website)**.

Job descriptions are generated by department personnel in conjunction with HR classified professionals and managers to reflect accurate position duties and responsibilities in accordance with the College's mission **(III.A.1.8 Management Job Description; III.A.1.9 Classified Job Description; III.A.1.10 Faculty Job Description)**. Minimum qualifications for faculty and educational administrators are drafted in accordance with the California Community College Chancellor's Office (CCCCO) and BP and AP 7211 Minimum Qualifications and Equivalencies. **(III.A.1.11 BP 7211; III.A.1.12 AP 7211)**. Job descriptions for faculty members who will teach in the newly approved Mt. SAC baccalaureate program will be developed using the same process. Minimum qualifications for other employees are determined in accordance with collective bargaining agreements (CBA) **(III.A.1.13 CSEA 262 CBA Articles 17 & 19; III.A.1.14 CSEA 651 CBA Article XVII)**.

The Human Resources Department (HR) broadly advertises open positions across multiple venues to attract diverse and quality candidates **(III.A.1.15 List of Venues)**. HR follows consistent procedures outlined in AP 7211 to formally review applicant credentials and verify minimum qualifications. The equivalency of degrees from non-U.S. institutions is verified through the

National Association of Credential Evaluation Services (**III.A.1.16 Faculty Job Posting**). A certified transcript evaluation service report verifying the degree equivalency to that of an accredited institution within the United States must be submitted by the filing deadline. Equivalencies to faculty minimum qualifications are approved by the Academic Senate Equivalency Committee (**III.A.1.17 Equivalency Committee**).

Mt. SAC's Strategic Priority to "Advance and foster an equitable, diverse, inclusive, just, and anti-racist campus culture that empowers our community to make positive change in society..." is implemented in the selection process through the Equal Employment Opportunity (EEO) Plan which ensures that hiring practices and procedures are consistently followed. The Plan requires all employees serving on hiring committees to participate in EEO Training at least every two years and that the composition of hiring committees ensures expertise, diversity, and appropriate constituent voices (**III.A.1.18 EEO Plan**). Hiring committee composition requirements are delineated on committee forms (**III.A.1.19 Classified Screening Committee Form; III.A.1.20 FT Faculty Screening & Selection Committee Request Form; III.A.1.21 Management Screening Committee Form**).

Analysis and Evaluation

Mt. SAC's recruitment and selection procedures ensure that the integrity and quality of programs and services are maintained by employing diverse and qualified administrators, faculty, and classified professionals in alignment with the mission and priorities. Broadly published job descriptions establish the criteria, qualifications, and procedures for selecting personnel that accurately reflect position duties, responsibilities, and authority. Publicly available Board Policies and Administrative Procedures specify hiring procedures.

- 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

Mt. SAC hires highly qualified faculty with subject matter knowledge and pedagogical skills to ensure student success. Deans, Department Chairs, Academic Senate, and Human Resources (HR) collaboratively review job descriptions, including qualifications and duties. All faculty job descriptions include the responsibility for curriculum oversight and student learning outcomes assessment (**III.A.2.1 Professor of Physics; III.A.2.2 Professor of Counseling**). Administrative Procedure (AP) 7120 Recruitment and Hiring requires that faculty hires have appropriate knowledge of their subject matter (**I.B.9.17 AP 7120 Recruitment and hiring faculty**). Mt. SAC adheres to the state-mandated minimum qualifications outlined in the California Community Colleges Chancellor's Office's (CCCCO) handbook Minimum Qualifications for Faculty and Administrators in California Community Colleges (**III.A.2.3 Minimum Qualifications Handbook**). All applicants provide credentials or verification of minimum qualifications,

professional records, and official, sealed college transcripts. HR follows consistent procedures outlined in AP 7211 Minimum Qualifications and Equivalencies to formally review credentials, and other forms of preparation, to ensure qualified faculty meet minimum requirements **(III.A.1.12 AP 7211)**. The Equivalency Committee reviews documentation from applicants who submit an Equivalency Form **(III.A.2.4 Equivalency Form; III.A.2.5 Equivalency Committee Minutes and Sample)**.

Faculty Screening Committees include discipline experts responsible for interviewing and selecting finalists for interview by the Mt. SAC Vice President of Instruction, dean, and screening committee chair. The screening committee process begins with assessing the applicant's degrees, professional or occupational knowledge, and teaching experience. Selected candidates are further evaluated through a verbal interview and effectiveness in a teaching or counseling demonstration **(III.A.2.6 Sample Faculty Writing Assignment; III.A.2.7 Faculty Interview Questions; III.A.2.8 Faculty Recruitment Teaching Demo)**.

The CCCCO established minimum qualifications for faculty teaching baccalaureate curriculum at a community college for the 15 Community College Districts participating in the bachelor's degree pilot program **(III.A.2.9 Baccalaureate Degree Pilot Program Handbook)**. HR consults with the CCCCO to ensure the criteria outlined in the handbook apply and requests updated guidance if needed. The parameters in the CCCCO handbook include the Academic Senate for California Community College's Resolution #10.01 **(III.A.2.10 Minimum Qualifications for Instruction of Upper Division Courses)**. As the newly approved program is implemented, HR will work with Academic Senate to develop the Bachelor of Science in Histotechnology job posting, which includes the minimum qualifications described in the documents above.

Analysis and Evaluation

Mt. SAC ensures that faculty qualifications include knowledge of the subject matter and required skills for teaching or counseling. The College meets ER 14, as all faculty job postings describe teaching responsibilities and major duties, including curriculum development and student learning assessment.

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

Human Resources (HR) follows established procedures to determine that administrators, classified professionals, and confidential employees possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. **(III.A.1.4 AP 7121 Recruitment and Hiring: Classified Employees; III.A.1.6 AP 7122 Recruitment and Hiring: Management Employees; III.A.1.5 AP 7123 Recruitment and Hiring: Confidential Employees)**. Administrator qualifications adhere to the California Community Colleges Chancellor's Office's (CCCO) handbook Minimum Qualifications for Faculty and Administrators in California Community Colleges **(III.A.2.2 Minimum Qualifications**

Handbook). All job postings describe the educational and experiential minimum qualifications required. Applicants verify minimum qualifications, professional records, and official, sealed transcripts. HR screens candidate applications to ensure minimum qualifications are met. Every applicant must also answer questions demonstrating preparedness to consider equity and diversity in their work (**III.A.3.1 Classified Job Posting; III.A.3.2 Management Job Posting.**)

Analysis and Evaluation

Mt. SAC adheres to the CCCCO Minimum Qualifications for Faculty and Administrators in California Community Colleges and established procedures to determine if employees possess appropriate qualifications. HR completes the minimum qualifications screenings to ensure requirements are met.

- 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

Human Resources (HR) verifies the qualifications of applicants and newly hired personnel according to the minimum qualifications described in the job postings and verifies non-United States (U.S.) degrees for equivalency. The process for vetting transcripts from outside the U.S. is included on all job postings (**III.A.1.16 Job Posting; III.A.4.1 Job Posting Website; III.A.4.2 NACES Standards**). All applicants submit application forms with transcripts verifying the degree earned from an accredited institution or a foreign transcript. A certified transcript evaluation service report verifying the degree equivalency to that of an accredited institution within the U.S. must be submitted by the filing deadline (**III.A.4.3 Verified Transcript Sample**). Accredited evaluation agencies meeting the National Association of Credential Evaluation Services (NACES) Standards are eligible for verifying degree equivalency.

Analysis and Evaluation

Mt. SAC position classification descriptions and job postings state that degrees must be from regionally accredited institutions. HR verifies transcripts and requires certified evaluations of non-U.S. degrees to be secured and provided by applicants.

- 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

Mt. SAC assures the effectiveness of its personnel through systematic evaluation at intervals defined by collective bargaining agreements to support the improvement of job

performance. Human Resources (HR) maintains an electronic system to inform administrators of evaluation timelines automatically and is responsible for the maintenance of related records (**III.A.5.1 Employee Evaluation Review Due**). The criteria in performance evaluation forms accurately measure the effectiveness of personnel (**III.A.5.2 Classified 262 Evaluation Form; III.A.5.3 Classified 651 Evaluation Form; III.A.5.4 Management Employees Evaluation Principles and Process**). The employee evaluation process includes a review of goals, an assessment of performance from the prior review cycle, and the development of goals for the upcoming cycle, focusing on continually improving performance. Employees not meeting evaluation criteria are placed on a “Needs Improvement Plan” (**III.A.5.5 Needs Improvement Plan**).

Contract faculty are evaluated each year during their first four probationary years of employment. Division Deans evaluate tenured teaching faculty on a three-year cycle. Department Chairs evaluate adjunct faculty in their first year and after that, as defined by their rehire rights status (**III.A.5.6 Faculty Association CBA Appendix H**). Different faculty assignments (teaching, librarians, counseling) are evaluated with appropriate criteria. Employees review completed evaluations signed by all parties involved and forwarded to HR for inclusion in the employee personnel file.

Managers evaluate probationary classified and confidential employees twice during their first six months of employment. Permanent classified and confidential employees are evaluated annually during the month of the employee’s anniversary date (**III.A.1.13 CSEA 262 CBA Article 16; III.A.1.14 CSEA 651 CBA Article XIII; III.A.5.7 Confidential Evaluation**). If an employee is evaluated as “needs improvement,” the evaluating manager, in collaboration with HR and a bargaining unit representative, must provide the employee with a 60-day “Needs Improvement Plan” to meet expectations (**III.A.5.5 Needs Improvement Plan**). All managers and administrators are evaluated in their first year and every three years after that. The evaluation includes a comprehensive approach, a self-evaluation with input from a peer evaluation survey of direct reports and colleagues, and a summary report from the employee’s supervisor (**III.A.5.4 Management Employees Evaluation Principles and Process**).

Analysis and Evaluation

Evaluation practices for faculty and staff are documented in collective bargaining agreements. Evaluation practices for managers and confidential employees are developed collaboratively with each constituency and documented in evaluation forms. Performance evaluation forms for all employees assess the effectiveness and encourage improvement.

~~6.~~ Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

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. (ER 14)

Evidence of Meeting the Standard

Mt. SAC adheres to state laws and regulations, which guide the College in determining the number of qualified faculty sufficient to assure the quality of educational programs and services required to achieve the mission. California Education Code section 84362 (d), known as the “50% Law,” requires districts to have 50% or more of expenses associated with the direct costs of student classroom instruction (**III.A.7.1 Ed Code 84362; III.A.7.2 Average Percent of Current Expense of Education**). The number of full-time faculty positions hired each year is informed by a minimum number set by the California Community College system formula, the full-time faculty obligation number, or FON (**III.A.7.3 Fall 2021 Compliance FON**). The College is committed to meeting or exceeding FON (**III.A.7.4 Employee Population**). The staffing of adjunct faculty is determined by the amount of lecture hour equivalents (LHE) that remain after courses are assigned to full-time faculty and to ensure instruction in all areas of specialty. A dean or department chair uses the Adjunct Pool Request Form to establish a pool of qualified adjunct faculty to hire in accordance with the EEO Plan and policies (**I.B.9.17 AP 7120 Recruitment and Hiring Faculty; III.A.7.5 Adjunct Pool Request**).

Mt. SAC maintains lists of a summary of faculty positions in its annual budget (**III.A.7.6 2021-2022 Adopted Budget p86-91**). To ensure sufficient qualified faculty, Fiscal Services maintains a Faculty Position Control Report regularly reviewed by the Vice President of Instruction and presented at President’s Cabinet (**III.A.7.7 Faculty Position Control Report**). In accordance with Administrative Procedure (AP) 7120, the Instruction Leadership Team, in collaboration with instructional departments and Student Services, prioritizes requests for faculty positions. Academic Senate also creates an independent prioritization list. The priorities for the Academic Senate and Instructional Leadership Team/Student Services are brought to the Academic Mutual Agreement Council (AMAC), where a single list is determined and submitted to the President for a decision regarding the number of positions approved for hire in that academic year. (**I.B.9.17 AP 7120 Recruitment and Hiring Faculty; III.A.7.8 Faculty Requests Memo; III.A.7.9 Faculty Requests Form; III.A.7.10 Faculty Request to Fill; III.A.7.11 Academic Senate Faculty Ranking Criteria**). The developing Histotechnology baccalaureate program is led by a full-time faculty program director (**I.C.13.3 Substantive Change Histotechnology**). As the program is implemented, additional faculty hiring will follow the abovementioned procedures.

Analysis and Evaluation

Mt. SAC meets or exceeds the full-time faculty obligation number and uses a formal process for ensuring that a sufficient number of qualified faculty are employed. Ongoing needs for adjunct faculty focus on fulfilling program needs and course demands.

- 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

Mt. SAC provides adjunct faculty professional development opportunities, orientation to the College, and engagement with key academic processes. Adjunct faculty receive a hiring packet as part of their onboarding process (**III.A.8.1 Adjunct Faculty Hiring Packet**). The faculty collective bargaining agreement (CBA) requires all new adjunct faculty to attend a three-hour mandatory orientation offered at the beginning of fall and spring semesters (**III.A.5.6 Faculty Association CBA 9.E.11**). During orientation, Faculty Association leaders review the evaluation process (**III.A.8.2 New Adjunct Faculty Orientation Agenda**). Adjunct and partial contract faculty are evaluated in the first teaching semester, annually for the first four years, and after receiving re-hire rights every three years (**III.A.5.6 Faculty Association CBA 18L; III.A.8.3 Adjunct Faculty Evaluation Forms H4a, H4b, H4c, H4d & H8**). Professional and Organizational Development (POD) maintains a webpage dedicated to resources for adjunct faculty (**III.A.8.4 Adjunct Faculty website**). Departments and divisions provide adjunct faculty with the course outline of record, student learning outcomes (SLO), an invitation to department meetings, campus services, and specific equipment training (**III.A.5.6 Faculty Association CBA 10.S; III.A.8.5 Business Division Adjunct Agenda**).

Mt. SAC adjunct faculty are valued and integrated into multiple processes, including training, shared governance, academic and professional work, student clubs and mentorship, task forces, SLOs, outreach activities, curriculum development, and department/institutional planning. Adjunct faculty representatives participate on governance committees and are paid at the non-instructional rate (**III.A.8.6 FPDC Membership**). They are also recognized for their contributions to the College through annual awards (**III.A.8.7 Academic Senate Constitution; III.A.8.8 Adjunct Faculty Service Awards; III.A.8.9 Faculty Association Adjunct of the Year Awards; III.A.8.10 Academic Senate Outstanding Adjunct Faculty Awards**).

Adjunct faculty engage in professional development virtually and in person through POD and can be paid for up to six hours of approved training (**III.A.5.6 Faculty Association CBA A.6.b**). Adjunct faculty can participate in any faculty learning opportunities, with specialized training also provided, such as the “For Adjunct, By Adjunct,” and “FACTS” series. 346 adjunct faculty completed specialized training between 2019 and 2022 (**III.A.8.11 Adjunct Faculty Specialty Training 2019-2022; III.A.8.12 FACTS Day Flyer**). POD conference and travel up to \$1,800 annually is also available to adjunct faculty (**III.A.8.13 Adjunct Faculty Conference Funds 2021-2022**). Adjunct faculty are also eligible for salary advancement credit/salary schedule credit/column crossover (**III.A.8.14 Request for Salary Advancement Form**).

Analysis and Evaluation

Mt. SAC adjunct faculty are valued at the College and integrated into ongoing College processes, including orientation, oversight, evaluation, shared governance, academic and professional work, and planning. Adjunct faculty are publicly recognized for their efforts and are strongly supported in their professional development with financial incentives.

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

Mt. SAC has policies and procedures to determine the appropriate number and qualifications for support personnel. Administrative personnel use integrated planning processes to evaluate and recommend hiring new classified professionals. College units submit requests for new hires through the annual Planning for Institutional Effectiveness (PIE) program review process (**III.A.9.1 PIE Planning and Resources; III.A.9.2 PIE Personnel Requests; III.A.9.3 Request to Fill Form**). These requests are prioritized through the New Resource Allocation (NRA) Process (**III.A.9.4 NRA Process**). Mt. SAC maintains sufficient staffing with appropriate qualifications as defined in AP 7121 Recruitment and Hiring: Classified Employees and through HR review of job descriptions (**III.A.1.5 AP 7121 Recruitment and Hiring- Classified Employees; III.A.9.5 Standard Operating Procedure – Job Description Review; III.C.1.1 IT Organizational Chart**). The annual adopted budget includes a summary of new staff positions and allocations for ongoing positions (**III.A.7.5 2021-2022 Adopted Budget p83-93**).

Analysis and Evaluation

Mt. SAC has administrative policies, budget processes, and planning procedures in place to ensure the maintenance of sufficient staffing with appropriate qualifications to support the educational, technological, physical, and administrative operations of the College.

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. (ER 8)

Evidence of Meeting the Standard

The College uses Planning for Institutional Effectiveness (PIE), a program review, to determine the appropriate number, qualifications, and organization of administrators (**III.A.9.1 PIE Planning and Resources; III.A.9.2 PIE Personnel Requests**). The PIE narrative aligns program goals with administrator position needs, and PIE requests for administrative positions are ranked and proceed through the New Resource Allocation (NRA) process (**III.A.9.4 NRA Process**). As detailed in Standard IV.B., the President plans, oversees, and evaluates the administrative structure to ensure effective College operations. President’s Cabinet meetings document administrative changes to the organizational chart and new resource allocation decisions (**III.A.10.1 Approval of New AVP Position; III.A.10.2 Mt. SAC Organizational Structure**). HR follows policies and procedures to review job descriptions and ensure that qualified administrators are hired (**III.A.1.6 AP 7122 Recruitment and Hiring- Management Employees; III.A.9.5 Standard Operating Procedure – Job Description Review**). To maintain continuity of leadership and services, duties of vacant administrative positions are assigned to other management personnel, or the vacant position is filled by appointment by the College President on an acting basis to allow for full and open recruitment (**III.A.1.6 AP 7122 Recruitment and Hiring- Management Employees Section M**). The annual Adopted Budget includes a summary of management positions (**III.A.7.5 2021-2022 Adopted Budget p83-93**).

Analysis and Evaluation

The College maintains sufficient administrative staffing with appropriate qualifications through Administrative Procedures, the PIE process, and Cabinet decisions.

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

Personnel policies and procedures are established by the Board of Trustees and published on the College website (**II.C.8.8 BP-AP Website**). California School Employee Association 651, 262, and Faculty Association collective bargaining agreements support the fair, equitable, and consistent administration of personnel policies and are available on the Human Resources (HR) website (**III.A.11.1 Contracts on Website**). Mt. SAC maintains six management positions in HR to guide administrators and classified professionals in appropriately applying personnel policies and procedures (**III.A.11.2 Human Resources Organizational Chart**). Consistent and equitable administration of personnel policies and procedures are outlined in the EEO Plan (**III.A.1.18 EEO Plan**). HR trains employees to apply personnel policies and procedures consistently and equitably through new employee orientations, training, and workshops. In the fiscal year 2021-2022, HR facilitated 33 EEO training sessions attended by 399 employees (**III.A.11.3 EEO Training 2021-22**).

Mt. SAC subscribes to the Community College League of California's (CCLC's) policy and procedure service for contemporary guidance to ensure fairness, equity, and consistent oversight regarding written personnel policies and procedures. CCLC provides recommended language and two-yearly updates, ensuring that all personnel policies and procedures are current and aligned with personnel legislation (**III.A.11.4 CCLC Agreement**). Mt. SAC also contracts with Liebert, Cassidy, and Whitmore (LCW) for outside counsel specializing in human resources legal aspects. LCW provides biannual updates on state and federal regulations and provides training for College employees. (**III.A.11.5 LCW Agreement**).

Analysis and Evaluation

The Board of Trustees establishes Mt. SAC's personnel policies and procedures, which are adhered to through implementation oversight by HR administrators and classified professionals. The College's collective bargaining agreements support the fair, equitable, and consistent administration of personnel policies and procedures.

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

Mt. SAC's policies and procedures promote an understanding of equity and diversity. Board Policy (BP) and Administrative Procedure (AP) 7100 Commitment to Diversity, demonstrate dedication to upholding the College mission and values (**III.A.12.1 BP 7100; III.A.12.2 AP 7100**). HR tracks and evaluates its record on employment diversity and equity (**III.A.12.3 Employee Demographics**). To ensure fair treatment of employees, the College distributes a biannual notice of policies and procedures on discrimination, provides training, and conducts timely investigations of all allegations of violations of its policies in accordance with AP 3435 (**III.A.12.4 Notice of College Policies & Procedures Prohibiting Unlawful Discrimination; III.A.12.5 EEO Training; III.A.12.6 AP 3435 Discrimination & Harassment Investigations**).

HR recruits diverse personnel in accordance with its mission and as stated in the EEO Plan, which is updated annually by the Campus Equity and Diversity Committee (CEDC) (**III.A.1.1 BP 3420 EEO; III.A.1.2 AP 3420 EEO**). Hiring committees must have a diverse membership, and employees serving on screening committees must complete EEO training every two years. (**III.A.1.18 EEO Plan pp 8, 13; III.A.12.5 EEO Training**). The College requires applicants to answer questions on diversity and equity in applications and interviews (**III.A.1.16 Faculty Job Posting; III.A.12.7 Equity Interview Questions**). HR sends job announcements to websites and publications to ensure a diverse applicant pool. (**III.A.1.15 List of Venues; III.A.12.8 Hiring Black Faculty and Staff 2022**).

The CEDC promotes equal access and opportunity to improve efforts in workforce Diversity, Equity, Inclusion, Social Justice, and Antiracism (DEISA). The Committee also seeks to strengthen and expand employees' ability to understand the values and benefits of DEISA among college students and the workforce (**III.A.12.9 CEDC Purpose**). CEDC determines the support Mt. SAC personnel need and evaluates the effectiveness of diversity programs and services by conducting an employee survey to assess campus climate and uses the results to make recommendations to President's Advisory Council (**III.A.12.10 Campus Climate Report**). Services to support all employees include confidential mental health counseling provided through the Employee Counseling Center (ECC). Staffed with Licensed Clinical Social Workers and administrative support, it has served 1,811 employees since opening in November 2021. The ECC offers one-on-one counseling, group counseling, and workshop presentations (**III.A.12.11 Employee Counseling Center Data; III.A.12.12 Mt. SAC Employee Counseling Flier**).

Analysis and Evaluation

Mt. SAC maintains and updates its EEO Plan through its EEO Advisory Committee, Campus Equity and Diversity Committee and provides regular EEO hiring training to faculty, classified professionals, and administrators. Statistics about employment diversity are assessed annually and communicated publicly.

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

Evidence of Meeting the Standard

One of Mt. SAC's Core Values is Integrity, "We treat each other honestly, ethically, and respectfully in an atmosphere of trust." To support this value, an Institutional Code of Ethics policy provides expectations and delineates consequences for violation (**III.A.13.1 BP 3050; III.A.13.2 AP 3050**). Guided by the National Education Association (NEA) Code of Ethics, Academic Procedure (AP) 7715 Faculty Code of Conduct outlines guidance for faculty on ethical issues. It is a "...protection of freedom to learn and teach and the guarantee of equal educational opportunity for all." These values ensure a commitment to both students and to the profession (**I.C.14.1 AP 7715**). During Board of Trustees meetings, Board Policy (BP) 2355 Decorum requires professional and ethical conduct, prohibiting offensive language and physical violence or threats (**III.A.13.3 BP 2355**). Board members, Vice Presidents, the Chief Technology Officer, and other selected administrators must file economic interests per the conflict of interest code (**III.A.13.4 AP 2712**).

Analysis and Evaluation

Mt. SAC upholds a written code of professional ethics for all personnel, including consequences for violation.

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

Mt. SAC offers professional development programs consistent with its mission (**III.A.14.1 BP 7160 Professional Development; III.A.14.2 AP 7160 Professional Development**). The Professional Development Council (PDC) is responsible for planning short- and long-term professional development (**III.A.14.3 PDC Committee**). PDC leads the development and implementation of the Mt. SAC Professional Development Plan, which supports employee learning in nine defined focus areas (**III.A.14.4 Professional Development Plan**). PDC also coordinates Conference and Travel funding which extends professional learning beyond the campus to all contract employees (**III.A.14.5 PDC Minutes**).

In close collaboration with governance committees, POD supports employee growth through research, planning, organization, communication, implementation, and evaluation of professional development. In partnership with the California Community College Chancellor's Vision Resource Center, Mt. SAC employees have access to POD Connect, an online learning management tool with local, statewide, online, and in-person professional development training and resources (**III.A.14.6 VRC MOU; III.A.14.7 POD Connect Calendar; III.A.14.8 POD Connect Transcript**). Between 2019 and 2022, POD offered 2,707 sessions with 37,457 in attendance (**III.A.14.9 POD Connect Data**). As part of this work, POD collaborates with a dedicated Information Technology Trainer to ensure employees remain current and efficient in evolving technology and productivity platforms (**III.A.14.10 Technology Training 19-22**). The annual POD Planning for Institutional Effectiveness (PIE) annual program review ensures

continual improvement of professional development programs and services (**III.A.14.11 POD PIE**).

The Faculty Professional Development Council (FPDC), an Academic Senate council with a dedicated Faculty Coordinator, oversees faculty professional development practices, including approval of the campus flexible calendar plan (**III.A.14.12 FPDC Council**). Faculty Flexible Calendar days are offered twice annually, with evaluation results analyzed by FPDC and used for ongoing improvement (**III.A.14.13 FLEX Survey Report; III.A.14.14 FLEX Evaluation Report**). Other faculty assigned to development include the New Faculty Seminar Coordinator and the Professional Learning Academy (PLA) Team (**III.A.14.15 PLA Team**). The PLA Team oversees special projects such as the Magic Mountie Podcast and the One Book One Campus Initiative (**III.A.14.16 Podcast Data; III.A.14.17 One Book One Campus**). POD offerings emphasize technology, pedagogy, and equitable practices, such as Effective Teaching Practices and Inclusive Teaching for Equitable Learning by the Association of College and University Educators (ACUE) (**III.A.14.18 ACUE Completions**). Diversity, Equity, Inclusion, Social Justice, Anti-Racism, and Accessibility (DEISAA) is a significant focus for the College. A five-year Federal Title V Grant for Developing Hispanic Serving Institutions, “Creating an Equity-Minded Campus Culture to Improve Student Outcomes,” provides critical resources for DEISAA efforts. The grant has nine measurable professional development outcomes, 32 distinct projects, and seven campus-wide goals. Title V funds supported 350 faculty in completing certifications in Unconscious Bias, Racial Microaggressions, Data Literacy for Equity, and Inclusive Teaching for Equitable Learning. (**III.A.14.19 Title V Grant; III.A.14.20 Title V Cabinet Report; III.A.14.21 Equity Faculty Certification**). Faculty can also participate in training to incorporate the United Nations Sustainability Development Goals into their curricula to become “leaf” certified to support the College sustainability goal (**II.A.2.11 Turning Over a New Leaf**).

The Classified Professional Development Committee (CPDC) designs classified professional development using an annual survey and evaluation of learning needs (**III.A.14.22 CPDC Committee; III.A.14.23 CPD Day Survey; III.A.14.24 Classified Needs Analysis**). Classified training is supported through negotiated release time and dedicated funding outlined in collective bargaining agreements (**III.A.1.13 CSEA 262 CBA Article 20**). CPDC utilized one-time funding from the California Community Colleges Chancellor’s Office to provide specialized training for classified professionals (**III.A.14.25 CPDC Minutes**). Classified New Employee Welcome, Great Staff Retreat, and Classified Professional Development Day are activities that advance classified skills, knowledge, and professional growth (**III.A.14.26 New Employee Welcome**).

The Management Professional Development Committee (MPDC) guides professional development for managers using the Transformative Leadership Model and annual manager professional development survey results to plan monthly management meetings (**III.A.14.27 MPDC Committee; III.A.14.28 Transformative Leadership Model; III.A.14.29 Management Professional Development Evaluation**). Training includes the annual Manager Fall Gathering and the two-day offsite Management PEAK Leadership Summit (**III.A.14.30 Management**

Programs). New managers are invited to attend the Management Essentials Series on contemporary topics in leadership and management (**III.A.14.31 Management Essentials**).

Analysis and Evaluation

Mt. SAC's robust professional development programs demonstrate commitment to students' success and promote excellence in employee performance. Collegially planned, high-impact, outcome-driven professional development supports the College's mission. Data from systematic evaluation of professional development programs are used for improvement.

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

Mt. SAC secures personnel records confidentially and provides employees access to their records per Administrative Procedure (AP) 7145 and in compliance with Labor Code Section 1198.5 and California Education Code Title 5 Section 87031 (**III.A.15.1 AP 7145 Personnel Files**). Human Resources (HR) maintains personnel files in a centralized, secured location in OnBase, accessible only to authorized individuals. Collective bargaining agreements include language about the confidentiality of grievances and personnel files (**III.A.1.13 CSEA 262 CBA Articles 15 & 18; III.A.1.14 CSEA 651 CBA Articles XII & XV; III.A.5.6 Faculty Association CBA Articles 18 & 20**).

Analysis and Evaluation

Mt. SAC HR securely and confidentially maintains all personnel records and files as outlined in AP 7145 and in compliance with state codes. Personnel files are maintained electronically in a centralized, secured location and accessible only to authorized individuals. Each employee has access to their personnel records in accordance with the law.

Conclusions on Standard III.A: Human Resources

Mt. SAC maintains the integrity and quality of its programs and services by employing qualified administrators, faculty, and classified professionals. Employment criteria, qualifications, procedures, and job descriptions are aligned with the College mission, and the students served. The College adheres to appropriate hiring practices that are thorough and equitable. Personnel policies and procedures are clearly defined and publicly available to ensure consistent and ethical hiring and evaluation of all employees.

Improvement Plan(s)

None

Evidence List

III.A.1

- III.A.1.1 BP 3420
- III.A.1.2 AP 3420
- III.A.1.3 BP 7120 Recruitment and Hiring
- I.B.9.17 AP 7120 Recruitment and hiring faculty

- III.A.1.4 AP 7121 Recruitment and Hiring: Classified Employees
- III.A.1.5 AP 7123 Recruitment and Hiring: Confidential Employees
- III.A.1.6 AP 7122 Recruitment and Hiring: Management Employees
- III.A.1.7 AP 7124 Recruitment and Hiring: Executive Management Employees
- II.C.8.8 BP-AP Website
- III.A.1.8 Management Job Description
- III.A.1.9 Classified Job Description
- III.A.1.10 Faculty Job Description
- III.A.1.11 BP 7211 Minimum Qualifications and Equivalencies
- III.A.1.12 AP 7211 Minimum Qualifications and Equivalencies
- III.A.1.13 CSEA 262 CBA Articles 17 & 19
- III.A.1.14 CSEA 651 CBA Article XVII
- III.A.1.15 List of Venues
- III.A.1.16 Faculty Job Posting
- III.A.1.17 Equivalency Committee
- III.A.1.18 EEO Plan
- III.A.1.19 Classified Screening Committee Form
- III.A.1.20 FT Faculty Screening & Selection Committee Request Form
- III.A.1.21 Management Screening Committee Form

III.A.2

- III.A.2.1 Professor of Physics
- III.A.2.2 Professor of Counseling
- I.B.9.17 AP 7120 Recruitment and hiring faculty
- III.A.1.12 AP 7211 Minimum Qualifications and Equivalencies
- III.A.2.3 Minimum Qualifications Handbook
- III.A.2.4 Equivalency Form
- III.A.2.5 Equivalency Committee Minutes
- III.A.2.6 Sample Faculty Writing Assignment
- III.A.2.7 Faculty Interview Questions
- III.A.2.8 Faculty Recruitment Teaching Demo
- III.A.2.9 Baccalaureate Degree Pilot Program Handbook
- III.A.2.10 Minimum Qualifications for Instruction of Upper Division Courses

III.A.3

- III.A.1.4 AP 7121 Recruitment and Hiring: Classified Employees
- III.A.1.6 AP 7122 Recruitment and Hiring: Management Employees
- III.A.1.5 AP 7123 Recruitment and Hiring: Confidential Employees
- III.A.3.1 Classified Job Posting
- III.A.3.2 Management Job Posting

III.A.4

- III.A.1.16 Faculty Job Posting
- III.A.4.1 Job Posting Website
- III.A.4.2 NACES Standards
- III.A.4.3 Verified Transcript Sample

III.A.5

- III.A.5.1 Employee Evaluation Review Due
- III.A.5.2 Classified 262 Evaluation Form
- III.A.5.3 Classified 651 Evaluation Form
- III.A.5.4 Management Employees Evaluation Principles and Process
- III.A.5.5 Needs Improvement Plan
- III.A.5.6 Faculty Association CBA Appendix H
- III.A.1.13 CSEA 262 CBA Article 16
- III.A.1.14 CSEA 651 CBA Article XIII
- III.A.5.9 Confidential Evaluation

III.A.7

- III.A.7.1 Ed Code 84362
- III.A.7.2 Average Percent of Current Expense of Education
- III.A.7.3 Fall 2021 Compliance FON
- III.A.7.4 Employee Population
- III.A.7.5 Adjunct Pool Request Form
- I.B.9.17 AP 7120 Recruitment and Hiring Faculty
- III.A.7.6 2021-2022 Adopted Budget p86-91
- III.A.7.7 Faculty Position Control Report
- III.A.7.8 Faculty Requests Memo
- III.A.7.9 Faculty Requests Form
- III.A.7.10 Faculty Request to Fill
- III.A.7.11 Academic Senate Faculty Ranking Criteria

III.A.8

- III.A.8.1 Adjunct Faculty Hiring Packet
- III.A.5.6 Faculty Association CBA 9.E.11, 10.S, 18L, A.6.b
- III.A.8.2 New Adjunct Faculty Orientation Agenda
- III.A.8.3 Adjunct Faculty Evaluation Form H8
- III.A.8.4 Adjunct Faculty website
- III.A.8.5 Business Division Adjunct Agenda
- III.A.8.6 Academic Senate Constitution
- III.A.8.7 FPDC Membership
- III.A.8.8 Adjunct Faculty Service Awards
- III.A.8.9 Faculty Association Adjunct of the Year Awards
- III.A.8.10 Academic Senate Outstanding Adjunct Faculty Awards

- III.A.8.11 Adjunct Faculty Specialty Training 2019-2022
- III.A.8.12 FACTS Day Flyer
- III.A.8.13 Adjunct Faculty Conference Funds 2021-2022
- III.A.8.14 Request for Salary Advancement Form

III.A.9

- III.A.9.1 PIE Planning and Resources
- III.A.9.2 PIE Personnel Requests
- III.A.9.3 Request to Fill Form
- III.A.9.4 NRA Process
- III.A.1.5 AP 7121 Recruitment and Hiring- Classified Employees
- III.A.9.5 Standard Operating Procedure – Job Description Review
- III.C.1.1 IT Organizational Chart
- III.A.7.5 2021-2022 Adopted Budget p83-93

III.A.10

- III.A.9.1 PIE Planning and Resources
- III.A.9.2 PIE Personnel Requests
- III.A.9.4 NRA Process
- III.A.10.1 Approval of New AVP Position
- III.A.10.2 Mt. SAC Organizational Structure
- III.A.1.6 AP 7122 Recruitment and Hiring- Management Employees
- III.A.9.5 Standard Operating Procedure – Job Description Review
- III.A.1.6 AP 7122 Recruitment and Hiring- Management Employees Section M
- III.A.7.5 2021-2022 Adopted Budget p83-93

III.A.11

- II.C.8.8 Board Policies and Administrative Procedures Website
- III.A.11.1 Contracts on Website
- III.A.11.2 Human Resources Organizational Chart
- III.A.1.18 EEO Plan
- III.A.11.3 EEO Training 2021-22
- III.A.11.4 CCLC Agreement
- III.A.11.5 LCW Agreement

III.A.12

- III.A.12.1 BP 7100 Commitment to Diversity
- III.A.12.2 AP 7100 Commitment to Diversity
- III.A.12.3 Employee Demographics
- III.A.12.4 Notice of College Policies & Procedures Prohibiting Unlawful Discrimination
- III.A.12.5 EEO Training
- III.A.12.6 AP 3435 Discrimination & Harassment Investigations

- III.A.1.1 BP 3420 EEO
- III.A.1.2 AP 3420 EEO
- III.A.1.18 EEO Plan pp 8, 13
- III.A.1.15 List of Venues
- III.A.1.16 Faculty Job Posting
- III.A.12.7 Equity Interview Questions
- III.A.12.8 Hiring Black Faculty and Staff 2022
- III.A.12.9 CEDC Purpose
- III.A.12.10 Campus Climate Report
- III.A.12.11 Employee Counseling Center Data
- III.A.12.12 Mt. SAC Employee Counseling Flier

III.A.13

- III.A.13.1 BP 3050 Institutional Code of Ethics
- III.A.13.2 AP 3050 Institutional Code of Ethics
- I.C.14.1 AP 7715 Faculty Code of Ethics
- III.A.13.3 BP 2355 Decorum
- III.A.13.4 AP 2712 Conflict of Interest Code

III.A.14

- III.A.14.1 BP 7160 Professional Development
- III.A.14.2 AP 7160 Professional Development
- III.A.14.3 PDC Committee
- III.A.14.4 Professional Development Plan
- III.A.14.5 PDC Minutes
- III.A.14.6 VRC MOU
- III.A.14.7 POD Connect Calendar
- III.A.14.8 POD Connect Transcript
- III.A.14.9 POD Connect Data
- III.A.14.10 Technology Training 19-22
- III.A.14.11 POD PIE
- III.A.14.12 FPDC Council
- III.A.14.13 FLEX Survey Report
- III.A.14.14 FLEX Evaluation Report
- III.A.14.15 PLA Team
- III.A.14.16 Podcast Data
- III.A.14.17 One Book One Campus
- III.A.14.18 ACUE Completions
- III.A.14.19 Title V Grant
- III.A.14.20 Title V Cabinet Report
- III.A.14.21 Equity Faculty Certification
- II.A.2.11 Turning Over a New Leaf – Sustainability at Mt. SAC

- III.A.14.22 CPDC Committee
- III.A.14.23 CPD Day Survey
- III.A.14.24 Classified Needs Analysis
- III.A.1.13 CSEA 262 CBA Article 20
- III.A.14.25 CPDC Minutes
- III.A.14.26 New Employee Welcome
- III.A.14.27 MPDC Committee
- III.A.14.28 Transformative Leadership Model
- III.A.14.29 Management Professional Development Evaluation
- III.A.14.30 Management Programs
- III.A.14.31 Management Essentials

III.A.15

- III.A.15.1 AP 7145 Personnel Files
- III.A.1.13 CSEA 262 CBA Articles 15 & 18
- III.A.1.14 CSEA 651 CBA Articles XII & XV
- III.A.5.6 Faculty Association CBA Articles 18 & 20