

Standard 7

Faculty and Staff



ALMA MINGER Age 31

Alma was born in El Salvador and came to the U.S. in 1985. Having missed several years of elementary education, she entered school, speaking no English and behind in her studies. Alma worked very hard, graduated from Franklin High School and was accepted to Sonoma State University. Delighted by this prospect, she additionally found a job, arranged housing, and was even assigned a roommate. The dream stopped however, when Alma found that she did not qualify for Financial Aid because she was an illegal immigrant. She could not afford the fees and, therefore, could not attend the university.

Several teachers and community members from Franklin High School got together and presented Alma with a small scholarship. She used the money to enroll in two classes at Glendale Community College in 1992, and she paid non-resident tuition fees. Her education became sporadic, but she has since become a citizen and returned to college full-time. She was accepted into GCC's T4 program (Tutors Today Teachers Tomorrow), and is working toward becoming an elementary school teacher. She also spent ten hours per week as a T4 AmeriCorps member tutoring Glendale Unified School District children in literacy. She transferred to Cal Sate Los Angeles in summer '03 and is participating in a blended liberal studies program in order to complete her teaching credential. As a single mother, Alma juggles her time raising her eight-year-old daughter and taking 18 units. She really appreciated the T4 program as being personal, caring, and helpful, and cites Andra Verstraete, the T4 Coordinator, and counselor Ramona Barrio-Sotillo with being her mentors and advisors.



Standard 7 Committee

Chair:	Nancy Knight
Co-Chair:	Linda Serra
Writer:	Diane Fiero
Faculty:	Chris Juzwiak Margaret Mansour Beth Pflueger Lynn Pomeroy Sandi Sheffey
Administration:	Vicki Nicholson
Classified Staff:	Arlene Guillen
Student:	Maggie Kirikian
Reviewers:	Ed Karpp Jean Perry Peggy Renner Scot Spicer Bynell Wilson

standard 7: Faculty and Staff

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

7A Qualifications and Selection

- 7A.1 *The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.*
- 7A.2 *Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.*
- 7A.3 *Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.*
- 7A.4 *Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

Description

The college has a large and diverse faculty and staff, both full and part time, to provide the instruction, student support, and administrative services offered by the institution to our diverse student population. The college has continued to grow in numbers of faculty and staff through the fall semester of 2002; however, reductions to the California state budget have impacted growth in 2003. The number of full-time employees will remain relatively constant for the foreseeable future as the college continues to serve its students. However, faculty hire obligations, which

are governed by state law, will be upheld. The Academic Senate has agreed to temporarily delay hiring for the 2002-2003 year and the district will hire the required amount for both years during 2004. All personnel policies and procedures are governed by Board Policy section 4000. (Ref. 7-1).

Faculty

According to the Glendale Community College District Catalog (Ref. 7-2), as of fall 2002, of the 231 full-time faculty members, 46 hold Ph.Ds (20%), 178 hold masters degrees (77%), 5 hold bachelor degrees (2%), and 2 hold vocational educational credentials (1%). Of the 516 part-time faculty members, 53 hold Ph.Ds (10%), 399 hold master's degrees (77%), and 64 hold bachelor's degrees (13%). (Total percents over 100% indicate multiple degrees held by one person.) The college employs 373 classified staff: 280 are full-time and 93 are part-time. Among the classified staff, 29 also teach part-time. The college employs 31 academic administrators and 36 classified managers; several of these individuals also teach part-time. All faculty degrees are validated by the Human Resources staff and are listed in the college catalog as well as in the GCC online directory.

The GCC Disciplines List states the minimum qualifications that are required for Instructional and College Services faculty in a specific discipline at this college. While a majority of these minimum qualifications are the same as the statewide qualifications, some additional local qualifications have been established. This list is updated annually by the GCC Academic Senate and distributed to all faculty division chairs and academic administrators in the district. If an applicant for a position does not possess the exact degree listed in the Disciplines List, then

Human Resources obtains a complete petition from the applicant and sends the petition through the equivalency process detailed in the Board Policy. (Ref. 7-3)

For both faculty and classified positions, the Director of the Office of Human Resources is consulted regarding policies, procedures, and laws, including equal employment opportunities pertaining to employee recruitment and selection. The Director or his/her designee works with the hiring committee for faculty positions and hiring managers for classified positions, in determining the content of the job description and criteria for selection of applicants. The Director oversees the preparing of announcements, public postings, Internet and print advertising, and the distribution of recruitment materials. Applicant recruitment sources are carefully tracked to ensure that the recruitment effort is reaching a diverse population.

Faculty Hiring Procedures

After all required academic application materials have been received by the Office of Human Resources, they are entered into the applicant tracking system. The faculty division chair then screens all applicants to determine whether they meet the GCC minimum qualifications. Any application based on equivalency must follow the newly revised GCC Equivalency Policy. The Human Resources staff then prepares and submits to the hiring committee a report listing all applicants.

For faculty selection, a hiring committee is formed. The committee includes the Hiring Committee Chair, which is usually the division chair or designee, an administrator, three to five tenured faculty in the same or closely related division, a counselor, one faculty member from outside the division appointed by the Academic Senate, and an Equal Employment Opportunity (EEO) representative.

The Equal Employment Opportunity Committee consists of group of diverse faculty, classified, and administrative employees who are responsible for ensuring a fair hiring process. A committee member is assigned to serve as a non-voting EEO Representative on each academic hiring committee. The EEO Representative provides EEO training for the entire committee, reviews all screening criteria created by the hiring committee, and ensures a fair hiring process.

The Hiring Committee Chair will make every effort to ensure that the committee represents the diversity of the district. Applications screened by the committee are rated according to specific screening criteria based on minimum qualifications and desirable qualifications as listed on the job announcement. The most qualified applicants are then invited to a panel interview.

During the interview, each candidate is asked questions prepared by the hiring committee regarding his/her knowledge of the subject area, teaching philosophy, pedagogical methods, and suitability for the position. The interview process may also include other activities relevant to the position such as teaching demonstrations, essay writing, and paper grading. The hiring committees assign values to each interview question and/or activity relative to its importance in successful performance on the job. The highest rated applicants (determined by consensus) are then recommended to the Vice President of Instruction and the Superintendent/President for instructional faculty or to the Vice President of College Services and the Superintendent/President for non-instructional faculty for final interview and selection. The name of the selected candidate is forwarded to the Board of Trustees for final approval.

The Human Resources staff maintains files for part-time faculty applicants according to discipline. Currently, division chairs screen applications for minimum qualifications. If the applicant has applied based on equivalency, a three-person division equivalency committee meets to make the decision. Division chairs interview prospective adjunct faculty and call their references. These hiring procedures are being revised by the Academic Senate to make them more consistent with full-time hiring procedures.

Administrators Hiring Procedures

The hiring policy for administrators follows the same procedure as for hiring faculty. However, the committee composition varies slightly to include three college administrators, two faculty members (one is chosen by the Academic Senate and one by the college faculty union), and one classified staff member. In some cases the Board of Trustees requests to be part of the final interview for dean level positions and higher.

Classified Hiring Procedures

For classified staff, minimum qualifications are stated on job descriptions and can be revised and/or changed in consultation with Classified Union representatives and with the final approval of the Board of Trustees. New salary rates or classifications must be negotiated in accordance with the Classified Collective Bargaining Agreement (Ref. 7-4). Recruitment and selection criteria are determined by Board Policy and Administrative Regulations (Ref. 7-5), the California Education Code, and the Collective Bargaining Agreement. Procedures within these guidelines are determined by the Director of Human Resources.

Approved positions are posted internally, advertised in local publications, in *The Chronicle of Higher Education*, and on the Internet. Job announcements are prepared and mailed to applicants on request, to those listed in the specified discipline in the Chancellor's State Registry, to organizations and colleges on a computerized mailing list, and posted on the GCC website. Announcements include job descriptions, minimum requirements, salary, and pertinent employment information. The staff of the Office of Human Resources screens applications for minimum qualifications.

Qualified applicants for classified positions are invited to participate in oral, written, and/or performance tests. Tests are written under the direction of the Human Resources Director with input from department managers where the vacancy exists. Applicants who pass are placed in an eligibility pool, which is valid for one year. The pool may be used to fill positions that open during that year. When the pool is exhausted or expires, and another opening occurs, the testing process is repeated. The hiring supervisor reviews the pool and selects a minimum of three of these candidates for a hiring interview. If there are a number of promotional employees in the pool, a minimum of three must be granted hiring interviews. The hiring selection is communicated to the Human Resources staff, and the new employee is processed and approved by the Board of Trustees at the next regularly scheduled meeting.

Substitute and hourly classified employees are selected by department managers and processed through the Human Resources Office. Terms and duration of employment are regulated by the Classified Collective Bargaining Agreement (Ref. 7-4), established

personnel procedures, and the California Education Code. Substitute and hourly classified employees are approved by the Board of Trustees.

Evaluation

Recently, two task forces of the GCC Academic Senate have completed recommendations that will proceed to the next level in the governance process and become board regulations in the future. The first task force produced an Instructional Hiring Allocation Policy that directs the prioritizing of requests by the Instructional Hiring Allocation Committee for new faculty positions based on set criteria, a policy that had never before been standardized. The Academic Senate has agreed to work on a similar policy for College Services.

The second GCC Academic Senate task force, working with Human Resources, has improved our previous academic hiring procedures to include a better timeline and more standardization, producing the Faculty Hiring Procedures of May 2003, that address full-time hiring. The adjunct hiring policies are still in the process of revision. When the new adjunct hiring procedures have been completed and gone through the governance process, the complete Faculty Hiring Procedures document will be finished.

In accordance with GCC Governance and the provisions of AB 1725, the following documents are prepared by the district and circulated to appropriate faculty and staff on a regular basis; the GCC Disciplines List, the Faculty Hiring Procedures, and the GCC Equivalency Policy (Ref. 7-6).

Regarding the hiring process, access to the applications for screening purposes by the hiring committee has been limited to Human Resources operating hours. It is hoped that the new district software system will allow access to files by committee members via computer at any time for screening purposes.

It should be noted that GCC's hiring policies have been effective as evidenced by the small percentage of tenure-track faculty who fail to complete the tenure process.

Plan

The GCC Academic Senate must continue its effort to finalize the procedures for hiring adjunct faculty so

that the Faculty Hiring Procedures document can be completed.

With the completion of the full-time Faculty Hiring Procedures and the Equivalency Policy, it will be necessary to provide training to the divisions so that implementation of these new policies is correct and consistent.

The Academic Senate is presently preparing a revision of the administrative regulations concerning administrative hiring. The change would allow additional faculty, chosen by the guild and the senate presidents, to be added to the hiring committee if this addition is deemed necessary. The Academic Senate should complete the review of the administrative hiring procedures and send its recommendation to Campus Executive and to the Board.

The Office of Human Resources instituted evening hours one night per week in the spring of 2003 for the purpose of better serving applicants and part-time employees with other jobs during the day. It is recommended that the Office of Human Resources continue with this pilot program and measure its effectiveness in order to consider it for adoption. Also, it is hoped that the new district software will be implemented soon and that hiring committee members will be able to access applications for screening purposes through their own computers.



7B Evaluation

- 7B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluation is formal and timely.*
- 7B.2 Evaluation processes seek to assess effectiveness and encourage improvement.*
- 7B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship, or other activities appropriate to the area of expertise and participation in institutional service or other institutional responsibilities.*

Description

Tenured instructional and College Services faculty are evaluated according to a schedule coordinated between the Director of Human Resources and the

appropriate Vice President. Criteria for the schedule are outlined in the Collective Bargaining Agreement, Article IX: Evaluation Procedures, Sections 1 and 2 (Ref. 7-7).

Probationary tenure-track faculty are evaluated according to a schedule as outlined in the Collective Bargaining Agreement entitled Article IX: Evaluation Procedures, Section 6-8 (Ref. 7-7), which fully explains the tenure review process. In the fall, the Office of Human Resources reminds division chairs of the faculty who are scheduled to be evaluated. During the fall semester of the first year of hire, all new tenure-track faculty and their committee chairs attend a tenure review orientation provided by the Academic Senate. During this session the faculty are provided booklets that outline the rules, process, procedures and evaluation schedule for the next four years. (Ref. 7-8)

The evaluation process for instructional faculty, both tenured and tenure-track, includes classroom evaluations by students and by the evaluation committee, composed of the employee's division chair, a peer, and an administrator. The student evaluation form assesses instructional faculty in the following: effectiveness of teaching methods, the assistance the instructor provides students, the clarity of their directions, their grading policies, and promptness in starting classes. The evaluation committee, through observation, assesses classroom performance, evidence of student learning, relationship with students, flexibility in approaches to learning, and professional responsibility. The Academic Senate and faculty union review the evaluation process in response to requests and revise as necessary.

The evaluation process for College Services faculty, which includes counselors, and librarians, both tenured and tenure-track, includes observations by students and by the evaluation committee, composed of the employee's division chair, an administrator, and a peer, as they pertain to the employee's job responsibilities. The criteria for the committee evaluation vary depending on the job description of the College Services faculty member and the types of services they provide to students. Student evaluations are administered according to individual schedules and services rendered and the criteria vary with respect to these services. There are separate evaluation forms for academic counselors, mental health counselors, and librarians. (Ref. 7-9)

Faculty committee evaluations encourage improvement by identifying areas of concern, which the committee or division chair may discuss with the employee. Teaching support services such as instructional skills workshops, mentoring, and staff development programs are available to address these concerns. The individual evaluations are reviewed by the committee which makes its recommendation to the Office of Human Resources.

Instructional division chairs are evaluated as faculty members. The College Services Division Chair is evaluated by the Vice President of College Services or a designee at the job location. In addition, division chairs are evaluated by a vote-of-confidence by division members after two years of their five-year appointment.

Adjunct faculty members are evaluated once in the first or second semester of employment and every sixth semester thereafter by their division chair, assistant division chair, or designee. The Associate Dean of Instructional Services monitors the evaluation schedule in coordination with the Director of Human Resources, as outlined in section nine of the Guild contract.

In order to retain our highly valued adjunct faculty, rehire rights were adopted in 2002-2003. After a certain number of semesters of teaching and receiving an "exceeds standards" rating on their evaluation (Ref. 7-10), adjunct faculty will have reemployment preference over other adjunct faculty who have not yet earned reemployment rights in their discipline.

Academic Administrators are formally evaluated every three years. A revised 360-degree evaluation format, where the employee is evaluated by colleagues, subordinates, and the supervisor, has been instituted. The committee is composed of three peers: one appointed by College Governance, one appointed by the CSEA, and one chosen by the employee. The administrator being evaluated will be asked to review the current job description and provide a one-page summary of any discrepancies to the evaluators. Each peer evaluator completes an Advisory Administrative Evaluation Form that the peer forwards to the appropriate supervising administrator, who then completes the composite Administrative Evaluation Form (Ref. 7-11). This form evaluates the knowledge and experience, planning and organizing skills, leadership qualities, supervisory skills, initiative and

creativity, decision-making skills, and oral and written communication abilities of the administrator who is being evaluated. Administrative contracts also require a less formal annual evaluation by the direct supervisor.

The evaluation of the Superintendent/President is conducted by the Board of Trustees annually for the first two years and biannually thereafter.

Classified employees are evaluated by their direct supervisor or manager according to the procedure specified in the Collective Bargaining Agreement for Classified Employees, Article XVI Evaluation Procedures. The Office of Human Resources develops a list from the computer files, notifies the manager that an evaluation is due, and follows up to see that it is done. Probationary evaluations are done twice during the first six months of employment. Thereafter, evaluations are due during the employee's anniversary month each year, unless an unscheduled evaluation becomes necessary. The evaluation form (Ref. 7-12) measures the employee's skill level in the following areas: quality and quantity of work, work habits, personal relations, initiative, and supervisory skills (management employees only). Classified management employees are evaluated by their direct manager or administrator using the same form on an annual basis.

Evaluation

The system for tracking adjunct evaluations needs improvement. Because of the large number of adjunct faculty members, the diversity of their schedules, and the limited amount of time they spend on campus, it is often very difficult for division chairs, managers, or full-time members of the faculty or classified staff to consult with them on an on-going basis to help them improve or to give them information about class, department, or division policies. In light of the new reemployment rights policy adopted by the district, close adherence to the evaluation schedule is essential for reemployment rights to be granted.

More thorough tracking of the completion of all employee evaluations is necessary to ensure that they are completed in a timely manner.

Some evaluation forms contain assessment criteria that are invalid or outdated. In some cases, new evaluation forms need to be created. All evaluation

forms are available online. It should be noted that the system of tracking faculty evaluations has been improved over the last three years.

Division chairs are faculty and are in the unique position of serving as quasi-administrators who are elected by their peers. They are, therefore, subject to the expectations of the faculty they represent as well as the administrators to whom they are responsible. An evaluation process would be helpful to both constituencies in order to have the needs of the divisions best served.

Plan

The Office of Human Resources will maintain a database that tracks the completion of all employee evaluations. Reminders will be sent to evaluators and managers if the evaluations are not received in a timely manner. Failure to submit evaluations, after this initial reminder, will be reported to the appropriate administrator or manager.

The Instruction Office should proctor, process, and track adjunct evaluations to ensure that they are completed according to the evaluation schedule. Careful implementation of the adjunct reemployment policy will include revising the adjunct evaluation form as well as creating a timeline for employee notification of an impending evaluation or the final rating. The Associate Dean of Instructional Services will work with division chairs and the Office of Human Resources to prepare an evaluation schedule each semester for all faculty members.

Classified supervisors and managers need to attend training on the processes, forms, and timelines for evaluations to ensure that these forms are completed in a timely fashion.

Student and committee evaluation forms need to be created or revised for specialized employees such as mental health counselors, learning disability and other disabled student specialists, DSPS counselors, and online instructors in order to more accurately measure performance. New evaluation forms should also be created for classified managers and confidential employees.

All evaluation forms should be put online in a format that can be downloaded and completed on the computer instead of filling them in by hand.



7C Staff Development

- 7C.1 *The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.*
- 7C.2 *Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.*

Description

Staff development at Glendale Community College is an extensive program which serves faculty, staff, and administrators. The program aims to focus on four major areas of need:

- teaching, learning, and service skills necessary for the educational mission of the college
- technological skills to provide all services effectively and efficiently
- leadership/governance skills to operate the college's shared governance system
- orientation of new faculty, staff, and classified employees

Faculty need to stay current not only in their subject matter, but also in the skills, attitudes, and strategies necessary to meet the needs of one of the most diverse student populations in the country. Administrators and staff need to stay current in their understanding of the cultural and psychological factors that affect student learning and success. For all employees, a thorough and effective orientation program, as well as training in the continued and constantly changing use of technology, is especially critical. Glendale College has joined a consortium that is in the process of developing a website, 4faculty.org, to assist in the faculty orientation process by providing online information with interactive elements to supplement the existing orientation activities that include meetings, presentations, campus tours, and so on.

Staff Development administers conference reimbursement for full-time and part-time faculty, classified staff, and administrators, although this may change during the 2003-2004 fiscal year. It also

administers the flex process, the Salary Schedule Advancement program for faculty, and the Classified Professional Growth program for classified. These programs promote professional growth and continued education by rewarding employees with salary increases or monthly stipends as well as offering activities that satisfy the hour or unit requirements to obtain these increases.

Staff Development plans workshops, lectures, and training programs on and off campus to educate and update Glendale Community College employees at all levels in the areas of cultural diversity, classroom management, conflict resolution, and technology. It organizes and funds ongoing mentoring activities such as *Eats and Ideas*, which provides an informal, comfortable forum for instructors—both new and veteran, full-time and adjunct—to get to know each other and collaborate on important classroom and workplace issues. It also organizes and funds retreats for departments or divisions and creates, offers, and awards grants and stipends for innovative projects or other educational activities when funding is available. The Academic Senate now also funds selected retreats and special projects using PFE funds.

The Staff Development program strives to offer a wide variety of activities on a regular basis to all employees for the purposes of professional or personal development, health and wellness, safety, and so on. An additional role of Staff Development is to assist in the orientation process for all new employees, including classified staff, adjunct faculty, full-time faculty, and administrators. The purpose and primary responsibility of Staff Development is to seek and recognize areas of need and to organize the lectures, seminars, retreats, and training sessions to fulfill these needs.

In the past, the Staff Development Officer has chaired the Flex Committee, which assists in the approval of faculty flex completion reports, and the Staff Development Committee, which represents faculty, staff, and administration and assists in the decision-making processes associated with the Staff Development program.

Evaluation

In past years, funding for Staff Development was provided by AB 1725 (restricted 03 money), TTIP (state technology dollars), and the district (01 unrestricted

for salaries and benefits). However, the current state budget crisis has dramatically reduced the Staff Development budget for the current fiscal year and, by the looks of it, for the next fiscal year as well. The 2001-2002 Staff Development operating budget for workshops, training, conference reimbursement, and tuition reimbursement was \$79,000 from AB 1725 and \$108,000 from TTIP (including a rollover of about \$10,000), in addition to the 01 district contribution of approximately \$125,000 for salaries and benefits. This year, 2002-2003, AB1725 and TTIP monies have been completely eliminated, and the district has provided \$64,000 for workshops and almost \$34,000 for salaries and benefits for the two Staff Development employees. This unfortunately represents an overall reduction of 41 percent of the Staff Development's operating budget from 2001-02 to 2002-03, caused primarily by the shortfall in the state budget, which eliminated all state funding for Staff Development.

These budget problems have, of course, adversely affected the Staff Development program this year by reducing or severely limiting the number of workshops, retreats, conference and tuition reimbursements, and grants to be offered. However, it should be noted that the current SDO and Assistant have managed, just between the two of them and with limited student worker help and severely limited funding, to offer a large number and variety of workshops and programs.

Plan

Staff Development is an important campus-wide program, particularly because of the ongoing need for training in computer and other constantly changing technologies, cultural diversity, and health and wellness, all of which affect the majority of employees at some point in their careers at Glendale Community College. To be successful, however, this program should be adequately staffed with a director/officer receiving enough released time to operate the program with ease and efficiency and ample support staff to perform the clerical portion of the program at a level that maintains the high quality service that the faculty, staff, and administration demand and deserve. The role of the Staff Development Officer will be reviewed by the Staff Development Committee with input from various campus constituencies in the coming months.

The current budget crisis has forced the temporary elimination of the officer position and most of the support positions. For the upcoming year, 2003-2004, the program will be administered jointly by personnel in three existing positions: the Vice President of Instructional Services, the Human Resources Director, and the Associate Dean of Instructional Technology, and supported by one existing classified position from Human Resources. The Academic Senate and Guild have voiced their concern at the lack of faculty input in decision making for this time period.

In addition to the need for an adequate level of personnel to run the program—both administrative (SDO) and support—successful implementation of Staff Development at Glendale Community College depends on sufficient financial support—at the state level as well as the district level. The facilities allocated to this program should also be reviewed. Adequate physical space (e.g. office and training areas) and equipment should not only be *provided*, but also *dedicated* to this employee-centered program, as soon as the budget allows.

The Glendale Community College District has had a long-standing commitment to Staff Development and continues to meet all contractual obligations. When funding at the state level improves, the district will support expansion and improvement in the staffing and facilities of the Staff Development Program to elevate it to be comparable to or beyond the level of previous years.



7D General Personnel Provisions

- 7D.1 *The institution has and adheres to written policies ensuring fairness in all employment procedures.*
- 7D.2 *The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with institutional mission.*
- 7D.3 *personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.*
- 7D.4 *The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.*

Description

GCC has a broad range of written Board of Trustee policies and detailed procedures devoted to ensure fairness and equity in all employee practices and to ensure compliance with federal and state employment mandates. In addition to Board Policy itself, which is available on campus, the college bargaining unit contracts are available in print and electronic formats. The first edition of the Classified Employees Handbook was written in 2001 (Ref. 7-13) and will be updated as the need arises. The Full-Time and Adjunct Faculty Handbook (Ref. 7-14) is also updated on a regular basis. As of this writing (July 2003), the latest version of this handbook is being reviewed. The final document will be made available online.

GCC has made it an on-going priority to attempt to mirror our extremely diverse student body with an equally diverse faculty, administration and support staff. The ethnic diversity of our student body is roughly 55% White/ Non-Hispanic, 25% Hispanic, 10% Asian, 6% Filipino, 3% African American, 0% American Indian, and 1% Other (Ref. 7-15).

Although White students do comprise almost half of our student body, there exists an impressive range of cultural and linguistic backgrounds among this group. Indeed, 63 percent of our students claim that English is not their first language. The greatest numbers of these students are of Armenian descent from Russia, Iran, and many other countries. To meet the needs of our students, we have made it a priority to hire more full-time ESL instructors. In fact we have hired five full-time ESL instructors within the past four years, which will bring our total to 12 by fall 2003.

There have been gradual, but steady, gains in employee diversity in each tracked and reported category since our last accreditation (Ref. 7-16). Employee diversity totals are submitted each year to the Community College Chancellor's Office. We have made recent gains not only in improving the ethnic diversity but also the linguistic diversity in what we refer to as "The Glendale College Family." The number of our bilingual Armenian-American staff and faculty has increased significantly during the last several years. The college provides a bilingual employment differential pay scale, and publishes the names and telephone extensions of staff willing to assist our students and the community in their native language when necessary. At the present time, there

are nineteen different languages spoken by our employees.

The confidentiality of employee records is protected through locked files kept in a secure building. Access to records is extremely limited and granted only to those with a “compelling need to know.” Electronic records are behind a secure firewall and are only available by password access. In addition to our security measures, accuracy of personnel records is a top priority. Employees are surveyed annually to verify contact information as well as whether they wish this information to be part of the campus directory.

In 1996, the Health Insurance Portability and Accountability Act (HIPPA) was passed by Congress. This law addresses patient confidentiality, security of medical records, and privacy standards with a major focus on electronic communications. The law regulates communications between health care professionals, insurance companies, employees/employers, and all who handle health care records and information in electronic form. Compliance requires implementing the technology and operational practices of security systems, which are the framework of the new privacy rules. Implementation of the policies was required by April 14, 2003. The college filed an extension to request the delay of full implementation until October 2003. There is a group of individuals representing the business office, student services, and contract services working together to define and implement the policies required for compliance with HIPPA.

Evaluation

The college has been actively involved in ensuring that announcements of position vacancies have broad distribution. We have evaluated which publications and list-serves provide the broadest candidate pools and regularly make use of them. We are proud to have increased the number of bilingual faculty and staff in the past several years to meet the needs of our diverse student body and community. Additionally, we are pleased to note a significant increase in the number of full-time faculty hired in our Credit ESL division.

Comparisons of the ethnic composition of the Glendale Community College staff between the years

1997-1998 and 2002-2003 indicated a significant increase in the percentage of all but one underrepresented group in terms of percent of total new hires (Ref. 7-16).

Although many of our employee bargaining unit contracts are now available in an electronic format online, the District is still developing Board Policy and employee handbooks for online access.

Plan

While some gains have been made, Credit ESL continues to have 70 percent of classes taught by adjunct faculty as of spring 2003. All of the Basic Skills areas of the college (math, English, and ESL) have a need for more full-time instructors to improve the ratio of full-time to part-time instructors. The Hiring Resource Allocation Committee will address this need while balancing the needs of the other areas of the college.

The college should continue to explore ways to guarantee the safety, permanence, and confidentiality of all employee records as we move towards the implementation of an ERP system that will centralize all college data.

In light of HIPPA requirements, the college should develop a detailed plan regarding proper access to employee medical records. This plan should be shared with the campus community through workshops and extensive distribution of the written policy and procedures document. In addition, medical records that are currently transmitted electronically or by facsimile will need increased security measures.

The college should develop a regular cycle of review and update of all employee policies and procedures based on a specific timeline.

References

- 7-1 Glendale Community College Board Policies and Procedures Section 4000
- 7-2 Glendale Community College Catalog 2003-2005.
- 7-3 Glendale Community College District Board Policy 4160 (Equivalency Policy)
- 7-4 Collective Bargaining Agreement for Classified Employees.
- 7-5 Glendale Community College District Board Policy and Administrative Regulation 4211 (Recruitment and Selection Criteria)
- 7-6 Glendale Community College Minimum Qualifications List, Policy on Equivalence to Minimum Qualifications and Faculty Hiring Procedures.
- 7-7 Collective Bargaining Agreement, Glendale Community College District and Glendale Community College Guild, local 2276 of the American Federation of Teachers.
- 7-8 Tenure Review Booklets Volumes 1-4.
- 7-9 College Services Personnel Evaluations forms
- 7-10 Adjunct Evaluation forms.
- 7-11 Administrative Evaluation forms.
- 7-12 Classified Evaluation forms
- 7-13 Classified Employee Handbook
- 7-14 Faculty Handbook
- 7-15 Statistics provided by Edward Karpp on Student Diversity.
- 7-16 Staff Data File 1998-1999 and 2002-2003.