Standard IIIA: Human Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system.   In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

A.   Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness.   Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

   • What methods does the institution use to assure that qualifications for each position are closely matched to specific programmatic needs? What analyses and discussions have led the institution to agree on those needs?

   • Are the institution's personnel sufficiently qualified to guarantee the integrity of programs and services?

   a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution.   Institutional faculty play a significant role in selection of new faculty.   Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies.   Degrees from non-U.S. institutions are recognized only if equivalence has been established.

      • How does the institution decide hiring criteria?

      • How are faculty involved in the selection of new faculty?

      • How does the college decide an applicant is well-qualified?

      • How does the college know that the faculty selected have knowledge of their subject matter?

      • By what methods does the college define and evaluate "effective teaching" in its hiring processes? How is that effectiveness judged?

      • How does the college define and judge scholarship in a candidate, and by

what means does it judge a candidate's potential to contribute to a college mission?

- How are jobs advertised?

- By what means does the institution verify the qualifications of applicants and
newly hired personnel?

- How does the college identify faculty expertise in DE/CE instruction?

- How does the college check the equivalency of degrees from non-U.S. institutions?

- What evidence is there that hiring processes yield highly qualified employees?

- What safeguards are in place to assure that hiring procedures are consistently
applied?

b. 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.

- How does the college decide on appropriate institutional responsibilities for personnel participation? How is participation judged?

- What process is in place to assure that evaluations lead to improvement of job performance?

- What is the connection between personnel evaluations and institutional
effectiveness and improvement?

- Do evaluation criteria measure the effectiveness of personnel in performing their duties?

c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

- What are the roles of faculty, tutors, and others in producing student learning outcomes?

- What in depth thinking have faculty, as individuals and collectively, engaged in about how well students are learning in their courses and programs? What measures have they, again as individuals and collectively, created or selected to measure that learning? Are these measures different for DE/CE students?

- What discussions have faculty had about how to improve learning? What plans have been made?

- What changes have faculty made in teaching methodologies to improve learning?

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- What changes in course content or sequencing have resulted from analyses of how well students are mastering course content in both DE/CE and face-to-face instructional formats?

- What methods has the institution developed to evaluate effectiveness in producing student learning outcomes? Are these methods yielding meaningful and useful results?

- How does the institution use analysis of the results of assessment to improve student learning outcomes?

- How has professional development supported faculty performance in satisfactory development and assessment of student learning outcomes?

- Is there professional development for faculty using DE/CE modes of instruction?

d. The institution upholds a written code of professional ethics for all its personnel

- How does the institution foster ethical behavior in its employees?

- Does the institution have a written code of professional ethics for all its personnel?

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

- By what means does the institution determine appropriate staffing levels for each program and service?

- How does the institution decide on the organization of administrative and support staffing?

- How effectively does the number and organization of the institution's personnel work to support its programs and services? How does the institution evaluate this effectiveness?

3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

- What processes does the institution use to develop and publicize its personnel policies?

- 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?
  a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

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

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- What are the institution's provisions for keeping personnel records secure
and confidential?

- How does the institution provide employees access to their records?

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

- In what ways does the institution foster an appreciation for diversity?

- 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?

  a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

  - How does the institution determine what kinds of support its personnel need?

  - How does the institution design programs and services that provide for the range of diverse personnel at the institution?

  - What programs and services does the institution have to support its personnel? How effective are these programs?

  - Are the programs, practices and services evaluated on a regular basis?

  b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

  - What is the institution's record on employment equity and diversity?

  - How does the institution track and analyze its employment equity record? How does it use this information?

  c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

  - What policies and procedures about the treatment of personnel does the institution have in place?

  - How does the institution ensure that its personnel and students are treated fairly?

5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

  a. The institution plans professional development activities to meet the needs of its personnel.

  b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

  - What professional development programs does the institution offer and/or support?

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- How does the institution identify teaching and learning needs of its faculty and other personnel?

- What processes ensure that professional development opportunities address those needs?

- How does the college ensure meaningful evaluation of professional development activities?

- What impact do professional development activities have on the improvement of teaching and learning? How does the institution evaluate that improvement?

6. Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

   - What process does the institution use to assess the effectiveness of human resources in meeting the stated college mission and goals?

   - How does the institution ensure that human resource decisions are developed from program review results, institutional needs, and plans for improvement? What evidence is there that demonstrates the institution bases its human resource decisions on the results of the evaluation of program and service needs?

   - How does the institution determine that human resource needs in program and service areas are met effectively?

Sources of Evidence: Examples for Standard III

Listed below are examples of potential sources of evidence for Standard III. There may be many other sources relevant to each college's unique mission that institutions should provide and teams should consider.

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- Evidence about how the institution determines human resource needs of programs and services

- Evidence the institution uses analyses in determining hiring priorities

- Evidence, such as planning meeting minutes, that the institution systematically considers and relies on needs of programs and services in determining hiring priorities

- Evidence the institution has a reasonable means for deciding what employee qualifications are needed for each position

- Evidence the institution uses a clear and reasonable process for determining personnel selection criteria

- Evidence that hiring procedures are written and consistently applied

- Evidence the institution verifies employee degrees, experience, and references of newly hired personnel
- Evidence of a systematic process for determining personnel evaluation criteria
- Evidence evaluation criteria are based on job responsibilities
- Evidence evaluation processes are written and followed
- Evidence evaluations are conducted regularly
- Evidence the institution uses the results of personnel evaluations for improvement

- Evidence the institution evaluates the effectiveness in producing student learning outcomes of faculty, tutors, and others involved in the teaching-learning process
- Evidence the institution applies an ethics document or documents for all personnel
- Evidence the institution employs a core of full-time faculty

- Evidence the institution employs qualified administrators and support staff in sufficient numbers
- Evidence the institution administers its personnel policies consistently and fairly
- Evidence the institution maintains personnel records appropriately
- Evidence about how the institution provides employees access to their records
- Evidence the institution has written policies on equity and diversity
- Evidence the institution is sensitive to issues of equity and diversity

- Evidence that programs and services are designed to provide for the range of personnel needs at the institution

- Evidence about how the institution tracks, analyzes, and uses its employment equity record

- Evidence about how the institution interacts with its personnel and students fairly

- Evidence about how the institution uses identified teaching and learning needs to determine professional development opportunities, including instruction via a mode of

electronic delivery
- Evidence the institution evaluates professional development needs of its personnel
- Evidence the institution bases its programs on identified needs
- Evidence about how participants are involved in the programs' evaluation
- Evidence the institution assesses the use of its human resources
- Evidence the institutional plans determine human resource allocation priorities

- Evidence that human resource decisions are based on the results of program review and the evaluation of program and service needs, and are integrated with institutional planning