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.

IIIA1. 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.

**DESCRIPTIVE SUMMARY**

All full-time and adjunct faculty positions are filled in strict adherence to District minimum qualification standards. The hiring process is overseen by the Personnel Commission. Due to decentralization, each campus now conducts its own hiring process that starts with announcing the position, screening the applications, setting up the interviews, interviewing the candidates, and offering the position. Certificated administrators meet the same requirements as faculty for minimum qualifications. The qualifications for classified administrators are also clearly delineated by the District.

Classified staff are hired through the LACCD Personnel Commission, which enforces the qualifications stated for positions.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Fall 2007</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Faculty</td>
<td>76</td>
<td>92</td>
</tr>
<tr>
<td>Academic Temporary</td>
<td>300</td>
<td>289</td>
</tr>
<tr>
<td>Classified Administrator</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Classified Professional</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Classified Support</td>
<td>118</td>
<td>109</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>517</strong></td>
<td><strong>513</strong></td>
</tr>
</tbody>
</table>


IIIA1a. The criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to the 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 activities, 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.

DESCRIPTIVE SUMMARY

The criteria, qualifications, and procedures for the selection of all personnel are clearly and publicly stipulated in Los Angeles Community College District (LACCD) and Harbor College publications. Job descriptions reflect College planning and relate as much as possible to the institutional mission and goals. Some classified job descriptions are generic while others are more specific in defining duties, responsibilities, and authority.

Institutional faculty play a central role in the selection of new faculty. Faculty hiring is a Senate issue, so the Academic Senate Faculty Hiring Priorities Committee (FHPC) annually identifies and prioritizes the College’s need for permanent tenure-track faculty positions. The FHPC Faculty Hiring Manual outlines the hiring process, beginning with the prioritization of faculty positions by the committee and continues through to the completion of the hire. Job descriptions are written by division chairs in consultation with area-specific faculty. The 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 activities, and potential to contribute to the mission of the College. Hiring committees are also composed of at least two or more faculty members. There is strict adherence to state minimum qualifications for hiring. Successful candidates must meet the criteria and qualifications established by the state to be selected for an interview and ultimately to be hired by the College.

LACCD protocol is followed to advertise available positions, identify eligible candidates, and conduct interviews. Job descriptions that are written by faculty members accurately reflect position duties, responsibilities, and authority. The LACCD Personnel Office ensures that degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies and ensures that degrees held by faculty and administrators are recognized only if equivalence has been established.

Adjunct faculty hiring is conducted by division chairs in coordination with full-time faculty members. Eligibility and qualifications of adjunct faculty are reviewed by the chair as well as by the District Personnel Office. The College administration makes the recommendation to hire additional administrators with final approval provided by the College president.
### DESCRIPTIVE SUMMARY (continued)

Under the earlier College operational plan (2006-2010), the Staffing Committee met monthly to evaluate the need for replacement classified positions. These evaluations were then recommended to the College Planning Council (CPC). Under the new operational plan (2012-13), classified positions will be provided for in cluster operational plans and integrated by CPC into the overall College plan without a Staffing Committee.

Specific directives for classified hiring (including hiring criteria, qualifications and selection processes) as well as job openings are listed on the LACCD Web site. The LACCD Personnel Commission job descriptions accurately reflect position duties, responsibilities and authority. Collective bargaining agreements also contain directives related to selection and hiring. Since the 2006 Self Study, the Personnel Commission has implemented what is now referred to as Super C and Super K testing, which provides the names of possible employment candidates in a timely manner. The use of the new testing addresses a 2006 Self Study Planning Agenda. The process ensures a job pool that is appropriately trained for the assignment.

### SELF EVALUATION

FHPH adopted a reporting template that requires that all requested positions are referenced in the unit plans and linked to the College mission. The template has required that all requests for hiring be linked to data and contribute overall to an increased awareness of the role of planning in the hiring process.

### ACTIONABLE IMPROVEMENT PLAN

Ensure that all hiring requests are documented within the College plan.

#### IIA1b.
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.

### DESCRIPTIVE SUMMARY

The collective bargaining agreements of the respective bargaining units define the processes for evaluating faculty, administrators, and classified staff. Classified evaluations are conducted on a yearly basis by the department supervisor during the person’s birth month. The dean of academic affairs maintains a timeline to ensure that faculty evaluations are completed in a systematic and timely manner. Division chairs conduct adjunct and tenured faculty evaluations. Tenured faculty are evaluated every three years alternating between a basic and a comprehensive evaluation.
Participation in institutional activities, one of the criteria for evaluation, is tracked through sign-in sheets at all committee meetings. Probationary faculty are evaluated annually for four consecutive years. With committee approval, the tenure file is then sent to the Board of Trustees for approval. The Academic Affairs office keeps a record of faculty evaluations, but the actual copies are sent to the District Office. Administrators are also evaluated yearly. Adjunct faculty are evaluated every two years. Evaluations include either classroom or online (for DL instructors) observations by peer faculty. Evaluations include a written summary which is then discussed with the employee.

The evaluation timeline has routinized the evaluation process and ensured that faculty are regularly evaluated and given feedback about their performance.

**DESCRIPTIVE SUMMARY**

Faculty are the leaders in writing SLOs and are central to the College’s ongoing dialogue on articulating and assessing outcomes at the course, program/pathway, and institutional level. SLO creation, assessment, and revision are a defined part of the faculty evaluation process. Appendix C-Section 2, the “Basic and Comprehensive Evaluation Summary Form for all Faculty,” includes faculty participation in the SLO assessment cycle as a part of the professional responsibilities of all full-time faculty.

Adjunct faculty are not required to write SLOs but must participate in the assessment of them. Participation in SLO assessment is also considered in the evaluation of adjunct faculty, and FLEX credit is offered to adjuncts who participate in the process. Approximately 40 percent of adjuncts claim FLEX credit for writing SLOs. Departments that have no full-time faculty, however, have had some difficulty producing SLOs and assessment measures. In response to this issue, ancillary pay for SLO, program review, and course outline of record authorship has been made available to adjuncts.

**SELF EVALUATION**

Ongoing assessment by full-time and adjunct faculty of traditional, hybrid, and online classes is documented on the College Web site. The site lists individual course assessment forms that include the learning outcome, its correlation to an institutional learning outcome, the tool used in assessment, the results, and the use of those results. The site also includes an updated course-by-course record of the actual courses that have been assessed. The SLO coordinator and academic dean “see to it that faculty contractual evaluation processes are a fully meaningful tool for assessing and improving the achievement of student learning outcomes.” Division and campus wide
workshops, and, in some cases, one-on-one work with individual faculty members, have been scheduled to ensure that all instructors are knowledgeable about the process of SLOs and assessment.

The process of linking outcomes, assessment, and use of results at the course, program/pathway, and institutional level has progressed significantly since the 2006 Self Study. This dialogue must continue to sustain a College culture that is rooted in assessment and ultimately in student success.

### IIIA1d. The institution upholds a written code of professional ethics for all of its personnel.

**DESCRIPTIVE SUMMARY** The Academic Senate follows the American Association of University Professors code of conduct, which establishes the ethical code for the entire College. The code of conduct is posted on the College Web site. All disciplines within the College also follow the professional guidelines established within their individual fields of study. LACCD Board Rule 1204, adopted in 2006, also establishes an ethics code covering personnel other than faculty.

### IIIA2. 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.

**DESCRIPTIVE SUMMARY** The number of full-time faculty is determined by the state mandated Faculty Obligation Number (FON) and the District. Over the last decade, the College has experienced an erosion of its full-time faculty numbers. In 2001 the ratio of full-time to hourly instructors was 61 percent F/T to 38 percent hourly. By 2009, however, the ratio has shifted to 43 percent F/T to 57 percent hourly.
### Descriptive Summary (continued)

<table>
<thead>
<tr>
<th>Census Year</th>
<th>F/T Faculty</th>
<th>Hourly Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FTE</td>
<td>%</td>
</tr>
<tr>
<td>2001</td>
<td>124.7</td>
<td>61.8%</td>
</tr>
<tr>
<td>2002</td>
<td>129.8</td>
<td>64.4%</td>
</tr>
<tr>
<td>2003</td>
<td>127.2</td>
<td>63.4%</td>
</tr>
<tr>
<td>2004</td>
<td>119.8</td>
<td>57.8%</td>
</tr>
<tr>
<td>2005</td>
<td>83.8</td>
<td>51.7%</td>
</tr>
<tr>
<td>2006</td>
<td>96.1</td>
<td>46.8%</td>
</tr>
<tr>
<td>2007</td>
<td>88.7</td>
<td>42.3%</td>
</tr>
<tr>
<td>2008</td>
<td>87.4</td>
<td>42.2%</td>
</tr>
<tr>
<td>2009</td>
<td>95.8</td>
<td>42.8%</td>
</tr>
</tbody>
</table>

Includes regular faculty overload.

#### Faculty FTE 2009

- **Hourly Faculty**: 57%
- **F/T Faculty**: 43%

#### Fall 2009 Regular Faculty FTE

- **Math, Phys Sci & Tech**: 20%
- **Library**: 0%
- **Hum & Fine Arts**: 16%
- **Science**: 12%
- **Family & Consumer Studies**: 11%
- **Phys Educ, Health & Wellness**: 2%
- **PACE**: 11%
- **Comm**: 12%
- **Business**: 5%
- **Soc & Behav Sci**: 11%
- **Health Sciences**: 11%
- **Housing, Counseling & Student Services**: 0%
DESCRIPTIVE SUMMARY
(continued)

SELF EVALUATION

In past years, the College exceeded the 75 percent full-time and 25 percent hourly instructional staffing ratio mandated by Title 5. As noted earlier, however, the current ratio is closer to 43 percent full-time and 57 percent part-time instructors. It should be noted that there has been a decline in state support for higher education. The number of class sections state wide in 2010-2011 is 76 percent of what it was in 2007-2008. This has had a significant impact on the FON requirement due to budget cuts. Faculty positions at Harbor College that have been vacated in recent years through retirement, resignation, illness, or death have been filled with full-time probationary faculty as the College works to sustain the academic integrity of all of its programs. Other vacancies have been filled mostly by adjunct instructors or long-term substitutes.

The decline in the number of full-time faculty must be carefully considered in terms of supporting the College mission. Such a decline means that more and more responsibility for program review, unit planning, and the writing and assessment of SLOs at all levels must be sustained by fewer and fewer full-time faculty members. The decrease in full-time faculty and the increase in adjunct instructors put a significant strain on the day-to-day operations of numerous divisions.

The decline in full-time faculty also impacts participation in the College’s shared governance process. In response to a 2011 Climate Survey question about participation in governance meetings, 54.5 percent of respondents noted that “my workload does not allow me to participate.” Unfortunately, the cost of declining full-time faculty numbers has been a lack of participation in the governance process.

Although the ratio of FT to PT faculty has shifted since the last self study in which the College noted the decline of full-time faculty, the pace of the shift has slowed. The District’s willingness to hold colleges responsible for meeting their FON has resulted in considerably less of an increase in the ratio of PT to FT faculty. Another important issue raised by the 2006 Self
SELF EVALUATION

Study was the need to press for an adjustment in the District funding allocation model, which has significantly impacted hiring. The allocation model is being reviewed, and if the changes under consideration are made, it should bode well for full-time hiring prospects. Despite budget constraints, the College continues to work towards an appropriate balance between maintaining offerings levels and adding new regular instructors to its faculty within FON targets. In 2009-10, the College hired seven full-time positions. In 2010-11, the College hired six tenure-track faculty.

IIIA2. 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.

DESCRIPTIVE SUMMARY

The organization of College units is based on District wide guidelines and union agreements. The College requires a limited number of administrators that is consistent with its budgetary allocation and student population headcount. Appropriate staffing levels are assessed by the department head, campus staffing committee, campus budget committee, campus planning committee, and the president.

In fall 2010, the workforce of Los Angeles Harbor College consisted of ten educational administrators, 92 full-time teaching faculty, 289 adjunct faculty, three classified administrators, ten classified professionals, and 109 classified support. The ratio of administrators to faculty is consistent with other campuses in the LACCD.

All members of the academic staff meet or exceed the minimum qualifications established by the state wide Academic Senate. Of the full-time academic staff, approximately 21 percent hold doctoral degrees; 68 percent hold master’s degrees; nine percent hold bachelor’s degrees; and two percent hold associates degrees. Of the academic administrators, 42 percent have doctoral and 58 percent have master’s degrees.

In terms of experience, of the full-time academic staff, approximately three percent have 30 or more years of service; 14 percent have between 20 and 29 years of service; 24 percent have between ten and 19 years of service; and 59 percent have less than ten years of service at Los Angeles Harbor College.
DESCRIPTIVE SUMMARY
(continued)

The numbers of classified staff in clerical support positions and in the trades have declined in the past six years. Tight budgets over the years have made the filling of vacant positions difficult. Of the 27 positions vacated over the last few years, only 19 have been filled. The vacancies exacerbate a situation in which four of the remaining 19 custodians are on long-term leave. In addition, three of the seven Plant Facilities positions have been left unfilled; three Admissions and Records assistant positions remain unfilled; and two Clerical Services positions are also left unfilled.

Campus security is provided by the Los Angeles County Sheriff’s department and is funded by the District Office.

SELF EVALUATION

Budgetary constraints have caused a reprioritization of policies and procedures that are vetted through the shared governance process. Hiring prioritization must continue in order to maintain the integrity of College programs and services as it adjusts to the budgetary strictures imposed upon it. Efforts must be made, however, to develop creative solutions to budget
shortfalls and to ensure that valuable campus assets are not irreparably harmed.

The numbers of classified staff in clerical support positions and in the trades have experienced serious erosion. For example, the 2011 Climate Survey noted that facilities staff has been depleted “to the point of hindering normal and sometimes essential maintenance related duties.” In the context of an expanding and under-budgeted campus, classified personnel and those in the trades may find themselves working in areas outside their official classification, which can be problematic if the employee does not have the required level of skill. Personnel working out of classification may appeal to the Personnel Commission or file a grievance through the collective bargaining process.

IIA3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

DESCRIPTIVE SUMMARY

Personnel policies and procedures are developed at the College and District levels. At the District, the Human Resources Division handles the overall responsibility for implementing strategies and policies of current employees while the Personnel Commission ensures that proper hiring procedures are followed. At the College level, faculty and staff are guided by LACCD information and their union contracts.  

Information on employment opportunities, union contract agreements, human resources guides, and personnel commission procedures are all available online:

<table>
<thead>
<tr>
<th>Employee Units</th>
<th>Union Contracts</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Los Angeles College Faculty Guild, Local 1521 (HTML)</td>
<td>07/01/2008-06/30/2011</td>
</tr>
<tr>
<td>Clerical/Technical</td>
<td>AFT College Staff Guild, Local 1521A</td>
<td>07/01/2008-06/30/2011</td>
</tr>
<tr>
<td>Crafts</td>
<td>Los Angeles/Orange Counties Building and Construction Trades Council</td>
<td>07/01/2008-06/30/2011</td>
</tr>
<tr>
<td>Employee Units</td>
<td>Union Contracts</td>
<td>Effective Date</td>
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</table>
DESCRIPTIVE SUMMARY (continued)

<table>
<thead>
<tr>
<th>Operations</th>
<th>Los Angeles City and County Schools Employees Union, Local 99</th>
<th>07/01/2008-06/30/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisors, Academic</td>
<td>California Teamsters Public, Professional and Medical Employees Union, Local 911</td>
<td>07/01/2008-06/30/2011</td>
</tr>
<tr>
<td>Supervisors, Classified</td>
<td>Supervisory Employees, Local 721 (Formerly Local 347)</td>
<td>07/01/2008-06/30/2011</td>
</tr>
</tbody>
</table>

SELF EVALUATION

Policies and procedures are consistently reviewed by the Personnel Commission, Human Resources, and the various unions, in order to ensure fairness to all employees. For example, the Personnel Commission conducts studies such as job classification, salary administration, and selection procedures to ensure fairness of treatment of personnel. The Commission also verifies minimum qualifications for faculty, classified, and unclassified positions.

In the event procedures are not followed, faculty and staff may file a grievance. There are appointed representatives such as the grievance representatives, compliance officer, and an assigned campus Single-Point-Of-Contact (SPOC) customer service center to help employees address issues. The College makes sure that faculty and staff are informed of any changes or updates to these policies through campus wide emails, flyers, and union communications.

IIIA3a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTIVE SUMMARY

The faculty hiring process is defined in the FHPC Hiring Manual (revised in 2010 and updated in 2011) and the LACCD Human Resource Manual. A part-time College compliance officer or an EEO representative is a member of all faculty hiring committees. The compliance officer also oversees a complaint process to address grievances based on age, gender, or disability.

The Personnel Commission handles the hiring procedures for the classified staff. The classified hiring procedures are clearly outlined on the LACCD Web site. Deviance from policy and procedures is reported to the Personnel Commission, an independent oversight authority that helps ensure that the College is consistent with its policies.

Faculty and staff perceptions of fairness may be seen in the 2011 Climate Survey. 19.8 percent of faculty-staff responses were “very satisfied” with the quality of campus life and environment and 64 percent marked
DESCRIPTIVE SUMMARY (continued) “satisfied.” One respondent described Harbor College as a “good work environment,” and another observed, “The College is in transition to one of mutual respect and communal efficiency. This transition is only beginning and not completed. We are moving in the right direction.”

IIIA3b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with the law.

DESCRIPTIVE SUMMARY
Confidentiality of all records is maintained at the District and campus levels. On campus the College ensures that all personnel records are secure and confidential. Employee records are stored in locked files located within a locked office in the administration building. Access to personal employee records may be granted to a limited number of personnel. Employees may review their files upon request. At the District level, all electronic records are available on the LACCD portal and are password protected. Privacy directives can be found through examination of the state law and LACCD personnel policies.

SELF EVALUATION
Employees now have access to some confidential personnel and payroll records through the employee self-serve portal. The portal has made such records more accessible and convenient for the College and its employees.

For the trades, it has been reported to the self-evaluation committee that communication of information such as overtime hours, comp time, and so on, has sometimes been communicated through informal channels, which undermines the professionalism of the College community.

ACTIONABLE IMPROVEMENT PLAN
Clarify confidentiality regulations in each department and ensure the confidentiality of work-related issues is on a need-to-know basis between the employees and direct supervisors.

IIIA4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

IIIA4a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

DESCRIPTIVE SUMMARY
The LACCD has set policies and practices that Harbor College follows to ensure compliance with state and federal laws. These policies are set forth in Board Rules and administrative regulations. They include employee hiring procedures, sexual harassment, affirmative action, discrimination, sex equity, Americans with Disabilities compliance, and student grievances. The College compliance officer is responsible for
implementing District policies through fact finding, investigating, and resolving College faculty, staff, and student issues. The LACCD has been at the forefront when dealing with these types of issues. The policies and practices have been designed to result in fairness to all underrepresented groups. Board Rules related to these issues are Article X Human Resources Selection Policies, Article XIII Affirmative Action, and Article XV Prohibited Discrimination and Harassment.

Harbor College is mandated to follow the LACCD policies and practices. Effectiveness can be measured by the few formal complaints that are filed with the College Compliance Office and the District Office of Diversity Programs.

IIA4b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

The LACCD and Los Angeles Harbor College promote equity and diversity in their employment practices. All employment bulletins stress the District’s equal opportunity policy. The following charts from the College Fact Book demonstrate the College’s ongoing awareness and assessment of this part of its mission:
DESCRIPTIVE SUMMARY (continued)

III A4c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

DESCRIPTIVE SUMMARY

Union contracts, HR Guides, Human Resources, and the Office of Employee/Employer Relations provide detailed guidelines for upholding integrity in all personnel issues. Union stewards, town hall meetings, and use of the shared governance process help to ensure fair treatment of all employees. The Personnel Commission has developed a handbook for classified and unclassified staff that clarifies District and College policies.
At the College level, the Human Resource Officer conducts orientation sessions with new classified hires to ensure they are familiar with institutional policy. Division chairs are responsible for orienting new faculty.

The perception of campus integrity is mixed. The 2011 Climate Survey question regarding the campus community’s provision and encouragement of a “climate of mutual respect, personal and professional growth, and effective communication and team work” solicited a wide variety of responses that reflect a diversity of opinions regarding the institution’s treatment of administration, faculty, staff and students.

On a second question in the survey on a scale of one to five, participants scored the College at a mean of 4.4 on whether “interactions with the majority of your colleagues are positive.” The College ranked a point lower (3.4) on whether “faculty, administration, and staff follow the established rules of procedure.” These responses reflect the ongoing need to sustain integrity across the campus. With the arrival in fall 2010 of Harbor College’s new president, a renewed emphasis on College wide transparency and respect has emerged. The president has reinforced the importance of promoting decency and integrity in the workplace.

Update the Faculty and Classified Employee Handbooks to better inform new hires about Harbor College policies and processes.

The College and the District provide opportunities appropriate to all categories of employees for professional development which are in keeping with the College’s mission. On a yearly basis, the College’s Professional Growth Committee distributes District monies to divisions. Amounts are determined by the number or faculty in each division. Faculty requests for workshop/conference attendance are then prioritized by the Professional Growth Committee and processed in coordination with Academic Affairs for employee reimbursement. The limited funding is designed to encourage faculty to participate in professional organizations and to attend conferences related to their discipline or to the broader mission of the College.

Faculty development (FLEX) credit is offered for professional activities pursued on and off campus. The College also supports numerous on campus FLEX activities that are made available to faculty and classified employees throughout the academic year. The Teaching-Learning Center, located on the second floor of the library, also offers on campus...
## IIIA5a. The institution plans professional development activities to meet the needs of its personnel.

### DESCRIPTIVE SUMMARY

The College provides reassigned time for the Staff Development coordinator and Professional Development/FLEX coordinator to develop, plan, implement and administer activities for staff and faculty. The campus FLEX Committee meets monthly to review faculty professional development needs, assess the outcome of activities, and take action to ensure that desired results are achieved. The District Office also provides opportunities for growth through training programs.

### SELF EVALUATION

Members of the self evaluation committee have noted a general confusion regarding the differing roles of the FLEX and Staff Development committees. This confusion may be clarified by wider distribution and reading of the policy and procedures manual. All classified staff should receive a summary of the distinction between the two functions at the start of every academic year. In addition, consistent classified representation on the Staff Development Committee is imperative in order to ensure the offering of activities that are relevant to the needs of classified staff.

## IIIA5b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these

To meet the needs of its students, the College provides limited funding for staff development. For example, classified staff and faculty, by contractual agreement, may enroll in college and university classes and receive 50 percent reimbursement for tuition costs (up to 100 percent within the Los Angeles Community College District). Moreover, most classified employees are covered by contracts that allow them to receive paid release time while taking classes during working hours if the classes will ultimately benefit the employees in the performance of their duties. The release time is paid but one half of the time must be made up. There are also provisions for administrators to take classes and attend conferences.

Since the last self study, the organization and distribution of professional funds has become more organized and transparent. The process requires applicants to file a request for funds which is then evaluated by the Professional Growth Committee. Documentation of the requested activity is also required. Although the amount of funding for professional activities is limited, most agree that the funds are distributed equitably.
evaluations as a basis for improvement.

**DESCRIPTIVE SUMMARY**

All on campus FLEX activities as well as activities offered at the Teaching-Learning Center are evaluated by a user survey to determine their effectiveness. Based upon this input, the FLEX Committee decides the professional development offerings and works to align these offerings with areas of greatest campus need and interest. These events are well advertised and promoted. Greater engagement in institutional and program assessment has encouraged the development and utilization of professional activities that align with assessment results. For example, numerous Flex activities are focused on effective SLO writing and the use of results. After the 2011 ISLO #1 Communication Assessment, the campus purchased a license for turnitin.com. The Teaching-Learning Center organized training and support for this program.

**SELF EVALUATION**

Attendance at FLEX activities remains solid. New faculty hires bring a renewed interest and currency to professional development. The recent upswing in campus participation at the two College wide summits held in 2010 and 2011, and the widespread response to the accreditation self evaluation process, may be attributed in part to new leadership within the College.

**IIIA6. Human resource 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.**

**DESCRIPTIVE SUMMARY**

Since the 2006 Self Study, the College has instituted an integrated planning process so that instructional, facilities, and staffing plans would not be developed on a separate, even conflicting basis, but would self-generate from unit and resulting cluster plans into a College wide operational plan.

Faculty hiring is authorized in the Constitution of the Academic Senate and outlined in an updated Faculty Hiring Manual approved by the Academic Senate in fall 2010 and revised again in fall 2011. According to the process outlined in the hiring manual, College divisions advance hiring requests to the FHPC based on needs initially identified by their divisions through unit plans and program review that are directly related to the College mission and goals. Evaluations by the FHPC are initiated with a faculty request hiring form which requires that the requested position align with the College wide planning. The data provided on the form also serves as an evaluation rubric that allows committee members to discern how a requested position fits into the broader context of College need and planning. As part of the evaluation process, FHPC also schedules a “question and answer” day during which a campus wide committee hears
oral presentations from a spokesperson for each requested position. The presentations, and the committee discussion which follows, prompt a strong dialogue between the various divisions requesting positions and the FHPC. After open deliberation and dialogue, each FHPC member submits a ranked list of positions and justifications. Individual lists are then ranked into one list of prioritized positions with justifications. The recommendations of the FHPC are to be consistent with the College operational plan, and once approved by the Senate, are sent directly to the College president for action. After the yearly prioritization process is completed, the committee meets in the spring to evaluate the past year’s work. The meeting establishes the calendar for the next year but also focuses on such issues as the effectiveness of the rubric, possible changes to the hiring manual, and the overall performance of the committee.

Prioritization of classified positions also occurs within the unit and cluster plans of campus constituencies and reflects their planning efforts. Under the 2012-13 operational plan, classified priorities will go to CPC where they will be evaluated for campus wide need and effectiveness. Implementing and evaluating the operational plan is an ongoing process that requires concerted communication and coordination across all areas of the campus in order to utilize human resources most effectively.

As designed, the institution’s planning process integrates human planning with institutional planning. Staffing priorities derive directly from the annual college plans and faculty decisions are prioritized accordingly through FHPC. Assessment of the process and the improvement is conducted primarily through program reviews at the division or unit level. The CPC retreat in fall 2011 provided a forum for evaluating the institutional planning process and its integration of human resources.

1 http://www.laccd.edu/perscom/
2 http://www.lahc.edu/govplanning/governance/senate/fhpc/index.html
3 http://www.laccd.edu/faculty_staff/hr/union_contracts.htm
4 Evaluation timelines (Fall 2008-Fall 2013), Dean of Academic Affairs’ office.
5 LACCD and AFT Agreement 2008-2011 http://www.laccd.edu/faculty_staff/extranet2/AFTFacultyContract.htm
6 http://www.laccd.edu/faculty_staff/hr/union_contracts.htm, article 8, page 10
7 Basic and Comprehensive Evaluation Summary Form for all Faculty, Appendix C-Section II, p. 185, AFT Contract http://www.laccd.edu/faculty_staff/extranet2/documents/formACD.pdf
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