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.

IIIA1a. The 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 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

Criteria for the selection of all staff are clearly stipulated. Faculty positions are filled in strict adherence to District minimum qualification standards. Certificated administrators meet the same requirements as faculty for minimum qualifications. Classified staff are hired through the Personnel Commission, which strictly enforces the qualifications stated for positions. The qualifications for classified administrators are also clearly delineated by the District.

There is an annual identification and prioritization of the College’s need for permanent tenure track faculty positions by the Academic Senate Faculty Hiring Priorities Committee (FHPC). Los Angeles Harbor College divisions advance hiring recommendations to the FHPC based on needs initially identified through unit plans. Faculty and administrator positions are only recommended for hire if the need for the position is directly related to the College mission and goals. The process is authorized in the Constitution of the Academic Senate and detail in the Faculty Hiring Manual agreed upon by administration and the Academic Senate. The voting membership of the Faculty Hiring Priorities Committee is composed of one full-time, tenured track representative from each division, two Academic Affairs administrators that supervise divisions e vice president of Student Services or his/her designee, and one non-voting, elected chair. The recommendations of the committee are to be consistent with the College
operational plan, and once approved by the Senate, are sent directly to the College president for action.

All 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. 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 hired by the College. The Los Angeles Community College District job descriptions accurately reflect position duties, responsibilities, and authority.

Los Angeles Community College District (LACCD) protocol is followed to advertise available positions, identify eligible candidates, and conduct interviews. Division chairs initially notify their administrator of the need to hire adjunct faculty for semester or intersession instructional or service provision duties. Directives found in the faculty collective bargaining agreement dictate hiring specifications for these positions (inclusive of eligibility issues, seniority lists, adjunct assignment rights, bumping rights, and so forth). The College administration makes the recommendation to hire additional administrators with final approval provided by the College president.

The Staffing Committee evaluates the need for replacement positions in accordance with the College operational plan and forwards a recommendation to the College Planning Council (CPC) if hiring is warranted. Priority for new positions is provided for in cluster operational plans as integrated by CPC into the College operational plan.

Specific directives for classified hiring (including hiring criteria, qualifications and selection processes), as well as job openings may be found online. Collective bargaining agreements also contain directives related to selection and hiring. The Los Angeles Community College District (LACCD) Personnel Commission job descriptions accurately reflect position duties, responsibilities and authority.

The need for student workers is assessed by certificated and classified staff in the varied units involved in light of the available work-study funds and requests are prioritized through the College planning process. Student worker candidates must check with the personnel office or placement office at each location for current vacancies. Interviews are held in the manner prescribed by the LACCD.

College faculty members serve on the hiring committee in conjunction with the administrator for the respective area. The LACCD Personnel Office ensures that degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. The LACCD Personnel Office validates the accreditation status of all institutions and ensures that degrees held by faculty and administrators are recognized
only if equivalence has been established.

Fall 2009 Regular and Hourly Faculty FTE

Fall 2009 Regular Faculty FTE

Fall 2009 Hourly Faculty FTE

SELF EVALUATION

HUMAN RESOURCES 153
IIIA1b. 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.

The College establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise.

DESCRIPTIVE SUMMARY

Evaluation processes seek to assess effectiveness of personnel and encourage improvement. The collective bargaining agreements of their respective bargaining agents define the processes for evaluating faculty, administrators, and classified staff.

Performance evaluations can be assessed by referring to faculty and staff contracts which outline criteria on performance evaluations. The College regularly completes its evaluations of faculty and deans.

Participation in College committees is secured through the Participatory Governance Policy Agreement and judged by several committees and the president. Sign-in sheets are required at all campus meetings. Attendance is reported in committee minutes. Appropriateness is determined by interviewing prospective personnel, assessing his or her interest, and obtaining recommendations from differing constituencies.

IIIA1c. 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.
Faculty are the leaders in establishing student learning outcomes and are central to the college’s ongoing dialogue on articulating and assessing outcomes at the course, pathway, and institutional level. SLO creation, assessment, and revision are a defined requirement of the faculty evaluation process. The college’s SLO coordinator Lora Lane and Dean David Humphreys continue to spearhead the creation and assessment of learning outcomes at all levels. With their leadership, full-time faculty, adjuncts, and students have been drawn into the college dialogue. From 2008 to the present Professor Lane and Dean Humphreys coordinate a wide variety of departmental and campus-wide SLO activities on campus in including individualized departmental workshops and campus-wide forums (World Cafes-April and August 2008). Assessment of course SLOs continue to stimulate dialogue at the division level. The assessment of Pathway, General Education, and Institutional Learning Objectives are coordinated within the assessment sub-committee. Assessment of ISLO # 1 Communication took place in 2010-11 followed by the assessment of ISLO #2 Cognition in 2011-12. College plans include the completion of all five assessments by 2015 with an overall evaluation of the assessment process in 2015-16.

### SELF EVALUATION

### PLANNING AGENDA

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

The various disciplines within the college follow the professional guidelines established within their individual fields of study. Transparency is also strongly encouraged. The Senate follows the AAUP code of conduct which establishes the ethical code for the entire college. The code of conduct is posted at the college website. The Academic Senate adopted a code of faculty conduct and a policy for defining and dealing with student plagiarism.

### SELF EVALUATION

The adoption of the guidelines cited previously indicates a heightened awareness of these concerns. The guidelines, however, more effectively define improper behavior than they provide for remedial action.

### PLANNING AGENDA

**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.

IIIA2a. 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 in fall 2009, the workforce of Los Angeles Harbor College consisted of 10 Educational administrators; 87 full-time teaching faculty; 303 adjunct faculty; 3 classified administrators; 9 classified professionals; and 114 classified support.

<table>
<thead>
<tr>
<th>Los Angeles Harbor College</th>
<th>Employee Headcount Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classification</td>
<td>Fall 2005</td>
</tr>
<tr>
<td>Administrator</td>
<td>11</td>
</tr>
<tr>
<td>Faculty</td>
<td>73</td>
</tr>
<tr>
<td>Academic Temporary</td>
<td>202</td>
</tr>
<tr>
<td>Classified Administrator</td>
<td>1</td>
</tr>
<tr>
<td>Classified Professional</td>
<td>11</td>
</tr>
<tr>
<td>Classified Support</td>
<td>117</td>
</tr>
<tr>
<td>Total</td>
<td>415</td>
</tr>
</tbody>
</table>

All members of the academic staff meet or exceed the minimum qualifications established by the statewide Academic Senate. Of the full-time academic staff, approximately 21% hold doctoral degrees; 68% hold master’s degrees; 9% hold bachelor’s degrees; and 2% hold associates degrees. Of the academic administrators, 42% have doctoral and 58% have master’s degrees. In terms of experience, of the full-time academic staff, approximately 3% have 30 or more years of service; 14% have between 20 and 29 years of service; 24% have between 10 and 19 years of service; and 59% have less than 10 years of service at Los Angeles Harbor College.1

Instruction-related services currently remain high in quality. However, budgetary constraints have had a serious effect on staffing College-wide, bringing about prioritization policies and procedures developed through shared governance relating to staffing needs. Although it is expected that hiring prioritization will continue to allow the College to maintain the integrity of its programs and services, as it adjusts to the strictures imposed on it, efforts must be made to develop creative solutions to budget shortfalls and to ensure that valuable campus assets are not irreparably harmed.

In past years, the College exceeded the 75% full-time and 25% part-time
instructional staffing ratio mandated by Title 5. The current ratio is closer to 60% full-time and 40% part-time instructors. Only 8 of the 15 faculty positions which have been vacated through retirement, resignation, illness or death in recent years have been filled with full-time probationary faculty. The other vacancies have mostly been filled by hourly instructors and a few long-term substitutes.

The police on campus are being funded by the District office. The numbers of classified staff in clerical support positions, in the trades, have declined in the past 5 years. Tight budgets over the years have made the filling of vacant positions difficult. In fact, there are several areas where there has been a serious erosion of staff due to the budget. For example, of the 27 position vacated over the last few years, only 19 have been filled. The vacancies exacerbate a situation in which 4 of the remaining 19 custodians are on long-term leave. In addition, 3 of the 7 plant facilities positions have been left unfilled; 3 Admissions and Records assistant positions are unfilled and cannot be filled until a list is created; and 2 Clerical Services positions are also left unfilled.

SELF EVALUATION

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. THE ORGANIZATION OF COLLEGE UNITS IS BASED ON DISTRICT-WIDE GUIDELINES AND UNION AGREEMENTS.

The College has had insufficient funds to maintain optimal staffing to fully support the College’s mission and purpose. Additionally, the College does not have an optimal number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the College’s mission and purpose. In the 2002-03 academic year, the College lost several classified and administrative positions due to a fiscal crisis. Only a portion of the classified and administrative positions vacated have been filled.

PLANNING AGENDA

IIIA3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

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, faculty and staff are guided by the employee handbook and their union contracts. Unclassified staffs, like student workers and professional experts, are also provided with a handbook. Human Resource Guides:
www.laccd.edu/faculty_staff/hr/

Personnel Commission:
http://www.laccd.edu/perscom/

Unclassified Employee Handbook:
http://www.laccd.edu/faculty_staff/hr/documents/Unclassified_Handbook.pdf

The college’s personnel policies and procedures are well documented and publicized. 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 Guide, Local 1521</td>
<td>07/01/2008-06/30/2011</td>
</tr>
<tr>
<td></td>
<td>Los Angeles College Faculty Guild Local 1521 (HTML)</td>
<td></td>
</tr>
<tr>
<td>Clerical/Technical</td>
<td>AFT College Staff Guild, Local 1521A</td>
<td>07/01/2005-06/30/2008</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>Operations</td>
<td>Los Angeles City and County Schools Employees Union, Local 99</td>
<td>07/01/2008-06/30/2011</td>
</tr>
<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>

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
representative, compliance officer, and an assigned Single Point of Contact customer Service Center (SPOC) to help employees address issues. The college makes sure that faculty and staff are well aware of any changes or updates to these policies through campus-wide e-mails, flyers, and union meetings.

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

The Personnel Commission handles the hiring procedures for the classified staff.

**Classified hiring procedures may be found at:**

Faculty hiring goes through a process that involves the Human Resources, Academic Senate, and the Faculty Hiring Priorities Committee (FHPC) which is a Standing Committee of the Academic Senate.

**HR guides may be found at:**
http://www.laccd.edu/faculty_staff/hr/hr_guides.htm.

**FHPC website:**
http://www.lahc.edu/govplanning/governance/senate/fhpc/index.html

**FHPC Manual:**

DESCRIPTIVE SUMMARY

SELF EVALUATION
PLANNING AGENDA

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 by a limited number of personnel and records employees. 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 Los Angeles Community College District personnel policies.

SELF EVALUATION

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

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 E 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. The practices, at all times, strive for equity and diversity when fact finding, investigating, and resolving college faculty, staff, and student issues. For many years, 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.

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

The institution fosters an appreciation for diversity through a variety of ongoing activities on campus that include Life Skills Workshops (Latina Network), celebrations of Hispanic, Black and Women’s History Month, and Cinco de Mayo.
The Associated Students Organization supports clubs such as Creanado de Nuevo Futuro, Black Student Union, EOPS Club, Pacific Islanders Club, International Students Club, and Pi Delta Epsilon.

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

III A4b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

The LACCD offers workshops and diversity programs and the Employee Assistance Program offers services to assist employees with personal issues that may pertain to diversity issues.
IIA4c. The institution subscribes to, advocates, and demonstrates integrity in the
treatment of its administration, faculty, staff and students.

DESCRIPTIVE SUMMARY

The understanding of and concern for issues of equity and diversity can be
demonstrated through College policies and practices for students, staff, faculty, and administrators. College efforts to embrace equity and diversity can be evidenced through an examination of the LAHC print and website materials, College Academic Senate policies and practices, College Planning Council (CPC) policies and practices, presence of a multi-ethnic faculty, staff and administration, College endorsement and sponsorship of cultural awareness activities; Life Skills Center workshops, individual and group sessions; Employee Assistance Program (EAP) offerings, and student activities and clubs.

Los Angeles Community College District (LACCD) records substantiating employment equity and diversity assessment are available through the vice president of Administrative Services and the College compliance officer. The College Fact Book also identifies faculty, staff, and student ethnicity.

Examination of these items makes it clear that there is a clear, concise policy and procedure for redress of perceived grievances. Bargaining agent grievance representative fulfill their contractual obligations. The College compliance officer reports directly to the College president and periodically conducts investigations as needed. The College has a record of dealing promptly and swiftly with any infraction of personal rights.

SELF EVALUATION

The Employee Personnel Policies and Procedures Manual clearly addresses this area. Union contracts also provide detailed guidelines for the treatment of personnel. Union stewards, town hall meetings, and use of the shared governance process help to ensure fair treatment of all employees.

In the fall 2011 Campus Climate Survey, responding on a scale of 1 to 5, participants scored the College at a mean of 4.4 on whether “interactions with the majority of your colleagues are positive”, though rating the College a point lower (that is, 3.4) on whether “faculty, administration, and staff follow the established rules of procedure.” Nothing is more central to the identity of the College than the decency and integrity with which those who work and study here deal with each other.
PLANNING
AGENDA

IIIA5. 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.

IIIA5a. The institution plans professional development activities to meet the needs of its personnel.

IIIA5b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as a basis for improvement.

DESCRIPTIVE SUMMARY

The College and the District provide opportunities appropriate to all categories of staff for professional development which are in keeping with the College’s mission. To better meet the needs of its students, the College provides funding for staff development. For example, classified staff and faculty, by contractual agreement, may enroll in college and university classes and receive 50% reimbursement for tuition costs. In addition, there are limited funds provided each year to divisions/departments to assist faculty in meeting the costs of conference attendance. Also, special funds are provided to assist classified employees to gain new skills. Moreover, most classified employees are covered by contracts that allow them to receive released time and be paid while taking classes during working hours if the classes will ultimately benefit these employees in the performance of their duties. There are also provisions for administrators to take classes and attend conferences. Furthermore, the College supports numerous Faculty Development (FLEX) activities which are made available to faculty and classified employees throughout the academic year.

The campus Staff Development Committee meets monthly to review staff training and development needs, assess the outcome of activities, and take action to ensure that desired results are achieved. The campus Staff Development Committee surveys staff professional needs annually through a survey and regularly provides opportunities for professional growth. The District Office also provides opportunities for growth through training programs. The College funds assignments for a staff development coordinator and FLEX coordinator on an hourly basis to develop, plan, implement and administer activities for staff and faculty. The College supports programs that help to ensure information technology is maintained, and that staff are provided with opportunities to attend training seminars that are specific to their disciplines.

Training provides faculty a means to adopt and implement new tools for enhanced student learning outcomes. To target and assess these outcomes, the College uses a program review process that is monitored by the Academic Senate, campus planning committees, and senior staff.
Until 2003, the State offered funding for staff development. Since that time no new monies have been allocated in this area, which will have a severe impact on the program. Los Angeles Harbor College has chosen to sparingly use the monies last distributed by the State, and as a result, some funds are still available for staff development purposes.

Some teaching and learning needs are identified through discussions with unit managers. Needs are also identified whenever new procedures are scheduled to be implemented. Staff Development and Faculty Development (FLEX) Committees frequently offer activities which address the need of their constituents.

Of all the types of opportunities for training provided, the type with the greatest participation of all sectors of the College staff is the FLEX program, though it should be noted that it is far more difficult for classified staff members to participate than it is for administrators or faculty. In fact, administrators need only rearrange their schedules if possible, and faculty members generally have free time during the day (before, after, or between classes) to participate. In contrast, classified staff members, who have ongoing responsibilities at their job sites throughout the day, have a more difficult time attending unless the FLEX workshop is during the lunch hour or unless there is a sufficiently obvious and compelling work-related reason to convince his/her supervisor to provide permission to participate.

III A6. Human 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.

Since 2006 the College has instituted an integrated planning process, so 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 merged into a College-wide operational plan.

1 Personnel Policies File.
2 Personnel Policies File.
3 Program Review File.