

# STANDARD III

## RESOURCES

Los Angeles Southwest College is an entity of human endeavors. The college is not an abstraction outlined on a “map of the college” or a list of facilities or employees. Rather, it, like all colleges, is the collective energies of teaching and learning and those resources that make education possible by effectively using those resources - facilities, technology, financial, and, of course, human - to raise the boundaries for everyone by its broad educational purposes. Those purposes include students successfully achieving their learning outcomes in improved institutional effectiveness. The college meets this standard; however, the college has outlined planning agendas items to enhance this standard.

### III.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.**

**III.A.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.**

**III.A.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.**

#### DESCRIPTION

Los Angeles Southwest College (LASC) employs qualified personnel who meet both the district and the college hiring process standards. The college, in conjunction with the district, is developing a code of ethics for all employees. The draft code of ethics document specifies the ethical and professional behavior expected of all current district employees and those seeking district positions.

Job descriptions specify requirements, and the college invites those persons who meet minimum qualifications to interview for open positions. As part of this process, the district and college develop and review job descriptions to ensure that there is clear definition of the duties and responsibilities of the position. The designated interview committees invite applicants who meet the job description or minimum qualifications for an interview.

For faculty and administrative positions, the Chancellor’s Office of the California Community Colleges publishes a document

detailing minimum qualifications in California community colleges. All public California community college districts have hiring authority and must adhere to the minimum qualifications when establishing hiring criteria and/or determining hiring eligibility. The districts may include additional criteria over and above the minimums, but can never hire below the minimums. The campus has responsibility, through the chair or supervisor of each department, for ensuring that faculty and administrative applicants meet minimum qualifications.

The college bases its decision to hire an individual on vacancies, need, resources, and job description. The college hires faculty candidates based on a faculty-developed prioritization process with selections recommended by a faculty-established selection committee to fill vacant positions. The President now interviews all finalists for all positions and selects the most qualified candidate who shares the vision of the college.

The employment applicants meet the minimum qualifications, including having relevant, current experience, scholarship, and potential to contribute to the college mission. Selection of faculty and administrative positions often involves the selection committee rating the candidate on mock teaching sessions or response to student and college situations. This approach helps to narrow the pool of finalists that will meet with the President before final selection. The college checks references and official college and university transcripts of a candidate. Application materials provide the evidence of qualifications. The college Compliance Officer attends interviews to ensure that candidates receive consistent hiring procedures. The college constituency

council has provided input to the draft of a proposed district code of ethics statement.

Classified positions are filled based on needs and job descriptions. For classified positions, the college invites candidates for interviews from a list of qualified candidates established by the district Personnel Commission, the independent body comprised of three persons appointed for three-year staggered terms.

#### *Classified Personnel*

For classified personnel, the college also uses informal methods such as student, faculty, and staff input. Supervisors meet with employees to conduct an annual performance evaluation, establish goals, and work plans with expectations for the coming year.

During an interview, the committee asks applicants specific questions and gives them real life situations in which they can demonstrate proficiency in the job duties as well as their sensitivity to working with diverse populations. The Personnel Commission also maintains a merit system for district-wide classified employees for advancement of a career service.

The college assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. There is written criteria for evaluating all personnel, including performance of assigned duties and participation in their responsibilities and other activities appropriate to their expertise. The college follows the evaluation processes that the collective bargaining agreements outline; the evaluation process assesses effectiveness of personnel and encourages improvement, if needed.

*Faculty*

Faculty peer evaluation committees conduct the process in accordance with the faculty collective bargaining agreement. Adjunct faculty members have regularly scheduled evaluations, no less than once every six semesters. Full-time tenured faculty receive a *basic evaluation* every three years, to review a faculty member's performance with little, if any, structured data gathering, and without the establishment of a peer review committee. Faculty, however, must also have a comprehensive evaluation every six years, which reviews a faculty member's performance based on information derived from considerable structured data gathering under the supervision of a peer review committee. Full-time probationary faculty members have a comprehensive evaluation every year for the four years of their probation.

The decision to hire is based on vacancies, need, resources and is aligned with the faculty-developed priority list.

**EVALUATION**

As part of the district oversight of the college's budget, through the budget augmentation process, the college has reviewed the staffing in light of the budget. The college now needs to continue this position review to ensure that staffing levels and positions meet current needs and support the future direction of the college.

Currently over 85 percent of the college budget is allocated to personnel costs. As a dynamic organization, the college has not been proactive or adequately able to "change with the times." The college has an adequate number of personnel; in some cases, the current demands of the college suggest a different staffing model. Staff assignments at times do not reflect student

needs such as being able to communicate a second language and high-level of technological and analytical skills. For instance, an individual hired as a secretary ten years ago has typing in their job description. In today's environment another set of skills are needed to include word processing or creation of spreadsheets.

Although the college adheres to hiring and evaluation processes, since evaluations occur on anniversary dates, as opposed to an annual basis, some evaluations are not completed in a timely manner.

According to the recent *Campus Climate Survey*, faculty and staff who were surveyed were asked on a scale of one to five (one being least positive and five being most positive) if they are evaluated on their performance using objective methods and if they are provided with regular feedback on job performance. Respondents answered positively with average ratings of 3.9 and 3.8 respectively. The college partially meets this standard and a planning agenda is included to enhance the college's efforts.

**PLANNING AGENDA**

- Review staffing levels in all departments and provide recommendations.
- Ensure all staff and faculty are evaluated at their specified regular intervals.

**III.A.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.**

**DESCRIPTION**

The college follows the Los Angeles Community College District (LACCD) Human Resources Department and Personnel Commission in developing the college's personnel policies and procedures. The district office reviews and publicizes changes or updates to personnel policies. The college further clarifies district policies and procedures by producing written policies and procedures that specifically apply to campus processes. The policies and procedures of the district and the college are equitable and consistently applied to all employees of the college.

**EVALUATION**

The college makes every effort to ensure that there is fair treatment of employees by following the LACCD Employee Relations Department and Board of Trustees policies and procedures. In addition, the Personnel Commission, union representatives, and the college, Compliance Officer monitors that the policies and procedures follow a fair, equitable, and consistent application to all employees. The college fully meets the standard.

**PLANNING AGENDA**

- None

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

**DESCRIPTION**

The college uses equitable hiring practices by enlisting the services of a Compliance Officer to ensure fairness in the hiring process. The Compliance Officer is available to work with faculty, staff, administration, and students who in any way feel compromised or in any way harassed. The Compliance Officer coordinated the development of the *Student Equity Plan*.

The college announces information regarding job openings on the district website, distributes flyers on campus, purchases newspaper advertisements, posts announcements on the California Community College Chancellor's Office website, and supplies notification to the California Community College Registry, which distributes job postings. The college is collaborating with USC on the *Equity for All* project that attempts to outline barriers to underrepresented student success. The findings of the study will be used to develop strategies and identify "best practices" to increase the success of underrepresented students.

**EVALUATION**

The college is committed to offering the opportunity of employment to a diverse group of people and maintains an equitable process in its selection of employees. Although efforts have been made, the college needs to develop strategies to actively engage a more diverse applicant pool. The college partially meets this standard and a planning agenda is included to enhance the college's efforts.

**PLANNING AGENDA**

- Review and implement strategies from the *Student Equity Plan*.

**III.A.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.**

**DESCRIPTION**

Faculty have many opportunities to participate in professional development. Instructors attend conferences that are held at local, statewide, and national venues and are directly related to the college mission and improvement of teaching and learning. On return from a conference, the faculty member reports on it. The college offers professional development to all faculty during staff development days when experts present specific topics that have interest for the faculty. The district and college periodically provide various trainings to faculty and staff.

The college has planned for staff development activities in different formats since 2000. A Staff Development Director was appointed to work with the Staff Development Committee to plan and coordinate activities. The Staff Development Committee then became the participatory governance committee to plan and lead activities with the support of staff from the Office of Academic Affairs. The college has now transitioned to a new model. Currently, the constituency groups initiate staff development activities for their respective areas. Faculty, for example, provided the staff development activities for the opening of the fall 2005 term that included activities focused on SLO's and Accreditation.

**EVALUATION**

Faculty and staff surveyed were asked on a scale of one to five (one being least positive and five being most positive) if their managers/supervisors ensured they had the professional development and training to their job well, if they were provided with the information/training needed to advance professionally, and if they were provided with the opportunities to grow professionally. Respondents answered positively with average ratings of 3.7 and 3.6 respectively.

The college needs to develop an ongoing calendar of professional development training and events. One area of interest and need is computer training at various skills levels. Another is meeting the needs of diverse students. In the past, the college determined its needs for professional development via surveys of employees and suggestions by supervisors. Participants complete evaluations at the professional development activity's end and are encouraged to share information with others. The college partially meets this standard and a planning agenda is included to enhance the college's efforts.

**PLANNING AGENDA**

- Develop and publicize an annual training calendar with professional development activities.

**III.A.6 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.**

**DESCRIPTION**

The college integrates human resource planning with the institutional planning processes. Each department assesses personnel needs in the unit plans that are then evaluated by the appropriate division during the divisional plan. For faculty positions, the Faculty Prioritization Committee makes recommendations to the President based on criteria that is reviewed annually by department chairs and the faculty senate.

Based on requests that the unit and divisions prioritize and justify, the college creates and fills vacancies as resources become available.

**EVALUATION**

Although the college integrates human resource planning into institutional planning, the college has not done an effective job of assessing the effective use of human resources as stated in a previous response within this standard. It is clear that a comprehensive position and staffing review is needed to make needed changes. The college partially meets this standard and a planning agenda is included to enhance the college's efforts.

**PLANNING AGENDA**

- Implement the findings of the staffing review (refer to Standard III A 2).