

## **Standard Seven: Faculty and Staff**

### **A. Qualifications and Selection**

*A1. The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.*

#### **Descriptive Summary**

The criteria for selecting faculty include professional qualifications as well as indications of their passion for the learning process, commitment to student-centered education, and the potential of a candidate to contribute creatively to the overall campus community. Los Angeles Trade-Technical College has a staff of 213 full-time faculty, 231 adjunct faculty, 14 administrators and 250 classified staff to provide educational programs and services to a student population of 13,250 in 2001 and 11,974 in 2001-2002. Of these employees, 300 are female and 408 are male. The following numbers represent all employees of the college: 287 are white, 216 African-American, 123 Latino, 79 Asian/Pacific Islander and 3 are unknown.

The faculty and staff combined serve a student population with the following ethnic demographics: 55 percent Hispanic, 27 percent Afro-American, 6 percent Anglo, 8 percent Asian/Pacific Islander, 1 percent Native American and 3 percent identify as "other or unknown". Student demographics for fall 2001 indicate that the 25-34 age group comprises 27 percent of the student body; the under 20 and 35-54 age groups comprise 26 percent, ages 20-24 is 18 percent and ages 55 and over comprise 3 percent of students. The college surmises that it attracts an older student population because of the flexibility of course offerings, the trade and vocational programs and that 28 percent of students attend both day and evening classes.

Each faculty member, staff member, and administrator is hired through a competitive process designed to identify the best candidate for the position. The Personnel Commission identifies qualified classified candidates through competitive tests and interviews, while qualifications, educational backgrounds and experience of faculty, staff and administrators undergo a preliminary review by the District Office of Personnel Operations, followed by an invitation to participate in competitive interviews.

The Educational Policy Advisory Committee and the District wide Disciplines Committees of the District Academic Senate employ a process to determine faculty equivalency or eminence in an educational discipline when the degree title, amount of units completed in the discipline, or evaluated international transcripts submitted to the District Office of Personnel Operations indicates that the candidate may not be qualified to teach in the Los Angeles Community College District.

Locally, recommendations for hiring full-time faculty expansion, replacement, or new positions are made annually by the Academic Senate Hiring Committee to the campus administration, based upon California Education Code Section 87360 (b), which indicates

that hiring criteria, policies and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board and the Academic Senate.

This process consists of an application, completed by department chairs or administrators indicating a statement of need, impact upon the program if a faculty member is not hired, uniqueness of the position or assignment, difficulties the department would encounter in staffing with hourly rate faculty as opposed to full-time faculty, the ratio of full-time to adjunct faculty, department or area hiring history, advisory committee recommendations, new technology or other program innovations, and other compelling reasons.

The applications are reviewed by the Academic Senate Hiring Committee members who are elected by their peers, representing vocational, academic and non-classroom faculty. The committee's orientation includes a meeting with the Dean of Research and Planning, to review trends, enrollment management terms, and student demographics. The committee also meets with other appropriate administrators to review global campus faculty needs, and positions that have been filled within the past two years.

The committee develops a ranked priority recommendation list that is forwarded to the college president for review, as well as the college Planning and Advisory Committee (PAC) (Doc. List). The committee also meets with the college president to discuss its recommendations.

### **Self Evaluation**

The college has hired thirty-four full-time probationary faculty from the fall of 1998 through the spring of 2001. Currently the faculty unit is 69 percent full-time and 31 percent part-time. The use of part-time faculty allows the college flexibility in employing emergency hires, as well as provides the ability to hire experienced vocational and trade faculty employed full-time in their fields who bring new methods, currency within the field, and access to potential industry partners. Concerns have been raised on the LATTC campus and by the State Academic Senate in its draft document "Part-time faculty: A Principled Perspective," AB 1725, Section 4 (b).

The draft document addresses the over-use of part-time faculty by stating in part "If the community colleges are to respond creatively to the challenges of the coming decades, they must have a strong and stable core of full-time faculty with long-term commitments to their colleges. There is proper concern about the effect of over reliance on part-time faculty, particularly in the core transfer curricula. Under current conditions, part-time faculty, no matter how talented as teachers, rarely participate in college programs, design departmental curricula..."

Concerns have also been raised regarding the number of adjunct faculty hired in the counseling discipline since 2000. Recommendations were made by the Academic Senate Hiring Committee, as well as a Counseling Department Taskforce in 1999 to hire

full-time counseling faculty to serve the increasing number of first generation college students and an increasing English as a Second Language (ESL) population from the communities adjacent to the college. Although the Hiring Committee recommended hiring more counselors, these hires were suspended by the college president due to budget constraints.

The college has not aggressively hired a large contingent of new permanent faculty based upon the precarious nature of the state, district and college budgets. The college experienced growth in 2001, due significantly to an expanded physical education outreach program, which was curtailed in 2002 because of the number of unfounded FTES created. The college is currently expanding its outreach programs to attract new student populations and to increase overall student enrollment. The college budget committee is reviewing the effects the May revise of the Governors' budget will have upon its final budget and the college's ability to hire additional faculty and staff.

Previously, classified staffing has been impacted because employment examinations were not administered on a regular basis by the Personnel Commission, or upon review of applications, the candidates were not found acceptable. The practice of the Personnel Commission irregularly administering employment examinations resulted in unfilled positions, thus impacting the workload of the existing classified staff.

The classified staffing situation has been addressed by the current Chancellor and the Personnel Commission hosting monthly meetings on the district campuses to discuss classified staffing matters and to resolve campus hiring concerns.

### **Planning Agenda**

Senior college staff will evaluate the need for replacement, expansion and growth of faculty and staff positions. This evaluation will be based upon an analysis of the Educational Master Plan 2003, budgetary constraints, and the critical needs of each program and department. Senior staff will also consult with the units involved in the college's shared governance process.

*A.2 Criteria, qualifications and procedures for selecting all personnel are clearly stated, public, and directly related to institutional objectives, and accurately reflect job responsibilities.*

### **Descriptive Summary**

The district office maintains eligible applicant pools for each discipline and administrative openings district wide. Continuous filing of applications is allowed for these pools. The college website and the district office advertise all faculty, administrative and classified openings, which includes descriptive information of the duties and responsibilities of the position, the location of the opening, the filing application deadline, salary range and application details. Job announcements for all positions are publicly posted in prominent locations such as the campus personnel office,

mailroom, or other heavily trafficked areas. The descriptions of faculty and staff positions are consistent district wide. Administrative job descriptions are developed based upon the needs of the local campus.

All classified selection procedures are based on the merit system maintained by the District Personnel Commission. This commission has the responsibility of adhering to the State of California Merit System procedures in hiring and promotional procedures (Doc. 7.1).

The District Office of Personnel maintains the pools of eligible applicants. When a campus has an opening, the files of eligible applicants may be forwarded to that campus for use during the selection process.

### **Self Evaluation**

A district-wide reform and decentralization process began in 1998 to allow greater autonomy for the colleges of the district. Changes made 2001 in Board Rules 10304.1-10304.5, for hiring faculty now allows each local campus more flexibility in developing selection guidelines. These board rules allow each campus to develop written hiring procedures, jointly approved by the campus Academic Senate and college president for permanent, part-time, and limited faculty positions.

New procedures in applicant pool development now allows the campus hiring selection committee to review only those applicants indicating an interest in a particular campus. This eliminates the time-consuming task of reviewing all district applications, including those who have not indicated a desire for to work at the LATTC campus.

LATTC is developing clearly stated written criteria for academic, as well as vocational disciplines, to allow the campus hiring selection committee to make the optimal selection based upon the candidates' demonstrated skills, teaching abilities, and experience.

The September 4, 2001 decision of the Third District Court of Appeals in Connerly versus the State Personnel Board determined that community college statutes that address Equal Employment Opportunity in employment violate equal protection guarantees and Proposition 209 (Doc. 7.2). LATTC conducts hiring and recruitment activities consistent with the decision and the Board of Governor's Title Five Regulations: Equal Employment Opportunity.

Voluntarily submitted data from candidates related to gender and ethnicity are collected and kept separately from the application packet, in an effort to monitor underutilization on the basis of race and gender. The written hiring policies developed by the campus LATTC Hiring Procedures Committee will incorporate the LACCD Board of Trustees ruling regarding the Connerly decision and the Board of Governor's Title Five Regulations: Equal Employment Opportunity, in its written hiring and selection procedures. The committees will adhere to the standards outlined in the October 19, 2001 Advisory on Proposition 209 (Doc. 7.3) from Tom Nussbaum, Chancellor of the

California Community Colleges. This document mandates that districts suspend efforts to calculate goals and timetables for hiring women and ethnic minorities, as well as to end consideration of the race, gender, or ethnicity of any candidate in any hiring process, or in any employment decision.

The LATTC recruitment process will also reflect the decision of the mandate to ensure that recruitment efforts are broadly inclusive and afford all groups equal opportunity to obtain information about district openings.

The vocational disciplines have expressed concerns that the change in the vocational hiring process, which eliminated the need for credentials in Phase One and Phase Two Teaching Methods have restricted their abilities to determine actual teaching abilities and methods of selected candidates. Currently vocational faculty may meet the minimum qualifications for teaching in disciplines not requiring a master's degree by possessing any bachelor's degree, and two years of experience or six years of experience in the vocational area, and an Associate of Arts degree. The campus is addressing the issue to determine how to most effectively incorporate skills in teaching methods into the hiring criteria for new faculty. The campus is also increasing the recruitment efforts from local area universities.

Limited testing dates and ranking of classified staff candidates by the Personnel Commission severely hamper recruiting for classified hiring positions. Many positions were unfilled despite immediate campus need, due to an insufficient number of applicants in the hiring pool and, or a testing date may not have been scheduled within a timeframe meeting the needs of the campus. The Board of Trustees, working in cooperation with the Personnel Commission, made significant changes in testing dates and procedures to allow the campuses to fill classified opening more expediently.

Prior to this change, the college had to fill positions on a provisional basis for a minimum of ninety days, which in effect, created rapid turnover, staffing instability and increased time training new hires. Provisional hiring creates hardships for the affected employees because they must interview again when the position becomes permanent and this category of employment does not receive employee benefits. The campus is adversely affected because many critical positions may remain unfilled by permanent employees for an extended time period.

The problem has been addressed. Currently the Personnel Commission comes to the LATTC campus, and each district campus, monthly to address hiring and staffing issues at the local level. Each meeting is well advertised and allows classified staff access to members of the commission to address their issues for faster resolution of problems and concerns.

Three representatives from the college attended a Faculty Hiring Workshop jointly sponsored by the district Office of Human Resources and the District Academic Senate. This workshop addressed updated board rules governing hiring, minimum qualifications

for faculty, the equivalency process, personnel guides, application documents and personnel guides.

### **Planning Agenda**

A campus hiring policies and procedures workshop in 2003 with interest tracks for hiring vocational, academic and classified faculty and staff will be held.

It is recommended that the Academic Senate facilitate a workshop outlining the local faculty hiring process, developed in response to Board of Trustee Rules 10304.1-10304.5

It is recommended that copies of the following state and District Academic Senate documents be distributed to each department chair, associate dean, dean and Academic Senate department representative (Doc. 7.4, 7.5, 7.6, 7.7, 7.8, 7.9):

- A re-examination of Faculty Hiring Processes and Procedures
- The Board of Trustee rule 10304.5 Equivalence Policy for Faculty Qualifications
- The District Academic Senate Educational Policy Advisory Committee Equivalence Process
- District Academic Senate Application for Evaluation of Equivalence for Disciplines Requiring a Master's Degree
- District Academic Senate Application for Evaluation of Equivalence for Disciplines Not Requiring a Master's Degree
- District Academic Senate Equivalence Petition Discipline Committee Sign-off

*A.3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.*

### **Descriptive Summary**

Selection criteria for faculty include a review of professional qualifications, commitment to student-centered education and the potential of a candidate to contribute creatively to the learning process. After applicants are cleared for meeting minimum qualifications by the district, a campus interviewing committee made up of faculty members, an administrator, and an Equal Employment Opportunity representative reviews the applicant's files and using agreed-upon criteria, select a representative group of candidates. The candidates are invited to interview and demonstrate their knowledge and skills in a variety of areas, including teaching techniques, subject matter expertise, and desire to participate in all aspects of the college community.

## Self Evaluation

The college revised its mission statement in spring of 2002 to more accurately reflect LATTC's goals and standards as an educational institution, the student population, and as a standard for strategic planning.

A survey of department chairs was conducted (Doc. 7.10) to determine fair and good practices in hiring new vocational and academic faculty. All department chairs agreed in the survey, that the criteria described in A.3 are desirable. The survey noted that respondents replied that knowledge of the subject matter and the ability to effectively teach the subject matter to maintain student success and retention are important. In the survey, department chairs stressed comments in areas where students undergo a rigorous process for employment, such as passing State Nursing Board Examinations, cosmetology licensure, and other industry standards in the vocational disciplines.

Each chair indicated that candidates are evaluated based on a careful review of knowledge of the subject area, application information, references from academic or industry colleagues, the interview process, educational background, and ability to contribute to the mission of the college.

Portfolios may be required of candidates in disciplines such as visual communications and fashion design, to allow candidates to demonstrate proficiency in the subject matter.

According to the survey, the department chairs are considering the addition of a standard hiring criteria regarding the candidate selection process, to rate teaching effectiveness that will include a one-hour teaching demonstration on a pre-arranged topic related to the discipline or position and every campus department currently requires a teaching demonstration.

Hiring committees are formed according to the provisions of the American Federation of Teachers (AFT) contract and consist of representatives mandated through the AFT contract. Administrative positions allow for a representative from another campus serving in or supervising the position to be a part of the selection committee. Students are non-voting members of faculty and classified hiring committees. According to the district standard, the president of the Associated Student Body served as a voting member on the selection committee of the current interim president.

Selection procedures for new part-time instructors are more unstructured, and not as uniform as the process used to hire permanent full-time faculty. In many cases positions must be filled in extreme emergencies, when full-time faculty become ill or during periods including summer months when assembling a selection committee is challenging to due reductions in committee member availability. Teaching demonstrations are seldom used based upon the urgency of filling the position.

## **Planning Agenda**

It is recommended that the Department Chairs Survey results are incorporated indicating the knowledge of the subject matter and the ability to effectively teach the subject matter to maintain student success and retention be considered as factors during the interview and hiring process, especially in areas requiring State Board examinations, licensure and adherence to industry standards in the vocational disciplines.

It is suggested that the department chairs are considering the addition of a standard hiring criteria for the candidate selection process, to rate teaching effectiveness that will include a one-hour teaching demonstration on a pre-arranged topic related to the discipline or position.

It is recommended that selection procedures for new part-time instructors, including teaching demonstrations, is reviewed in response to the challenges of assembling a selection committee on short notice or during the winter intersession or summer.

*A.4 Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

## **Descriptive Summary**

The district office has the responsibility of accepting the accreditation status of the institutions conferring degrees upon college faculty.

Minimum qualifications are reviewed initially by the District Office of Human Resources and in more detail by the District Discipline Committees, and ultimately by the Educational Policy Advisory Committee of the District Academic Senate.

All degrees held by LATTC faculty and administrators are clearly listed in the college catalog.

## **Self Evaluation**

The LATTC Office of Academic Affairs has the responsibility for listing degrees, academic institutions attended, years of service in vocational areas, and the year full-time faculty and administrators began their campus service. A standard form is available for faculty to update this information annually.

## **Planning Agenda**

The Academic Affairs office, in tandem with the Staff Development office, will explore the creation of an online faculty information web form that will link to the Office of

Academic Affairs and the Staff Development homepages to facilitate faculty information tracking.

## **B. Evaluation**

*B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of all evaluations is formal and timely.*

### **Descriptive Summary**

The systematic evaluation of staff is prescribed in and conducted in accordance with agreements between the Los Angeles Community College District and the six employee bargaining units (Docs. 7.11). These agreements specify the time schedule for evaluations, outline the specific processes, provide the written forms of documentation, and indicate the participants in the evaluation process. Regular faculty members are evaluated at least every two years. Probationary (contract) faculty are evaluated annually. Temporary faculty are evaluated annually. Hourly rate, part-time faculty are divided into two categories: those not on the seniority list who have been hired for less than four semesters and who are evaluated each semester; and those on the seniority list, who are evaluated every two years.

Classified staff and police are evaluated in the second and fourth months of their probationary period and annually, once they become permanent employees. The Teamsters (AFL-CIO) is recognized as the official bargaining unit for certificated administrators at the level of dean and assistant dean. The contract prescribes performance evaluations to be conducted at least annually for the first three years in a specific position, and, thereafter, at least once every two years. The three vice presidents are evaluated by the president through a formal evaluation in each of the following areas: fulfillment of the responsibilities of the position; attainment of, or progress towards achieving annual goals; and professional skill and ability. Formal evaluations are of two types: comprehensive, which take place once every three years, and basic, which are undertaken during the other years. The district Chancellor formally evaluates the president annually in this same manner, in these same areas.

Procedures for faculty, classified, administration, and police staff evaluations include automatic review mechanisms activated when a less-than-satisfactory evaluation is given. For the college president, the process includes meetings with the Chancellor to identify and discuss annual goals and objectives, review progress, and to review a draft of the written evaluation before it is completed and submitted to the Board of Trustees. The president may meet with the board to discuss the evaluation and, or submit a response or supplemental statement to be kept on file with the evaluation. To date, no collective bargaining representation is available to vice presidents, presidents, vice chancellors, or the Chancellor. The District Administrative Performance Appraisal (Doc. 7.12) prescribes an annual evaluation following completion of the probationary period for individuals employed in these capacities.

There is no formalized method of evaluation of unclassified employees.

### **Self Evaluation**

Most evaluation procedures are prescribed in the collective bargaining agreements, and the district and the unions have input into their development. There are processes requiring that the members of each major category of staff be evaluated, that appropriate documentation of the evaluation occur, that the evaluated staff member and supervisor have input in the process, and that follow-up occur in a formal and timely way. The thoroughness and effectiveness of the evaluation process depends upon the diligence of the individual supervisor, and there is considerable skepticism as to how well it works, based on the March 2002 Faculty/Staff/Administrator Accreditation Self-Study Survey.

In the Faculty/Staff/Administrator Accreditation Self-Study Survey (Doc. 7.13), only 25 percent of the classified respondents agreed that the evaluation process for all staff employees including faculty, staff, and administrators, was effective, while 39 percent disagreed. For administrators, 9 percent agreed and 63 percent disagreed. The faculty results indicated that 29 percent were satisfied with the process and 31 percent were not.

The Student Evaluation of Instructor form (Doc.7.14) was updated in 1997 to contain more specific response statements and a majority of department chairs are satisfied with the new form. A vast majority of department chairs responding conduct full-time faculty evaluations in a timely and serious manner that include visiting classrooms and holding conferences to discuss their observations and student evaluations.

Most evaluation efforts are focused on the full-time faculty. Many part-timers, who are required to be evaluated at least biannually, have rarely been evaluated. Some departments reserve the evaluation of part-time faculty for occasions when the department chair has heard complaints about the instructor. From the comments of some department chairs, it is suggested that training in staff development in effective evaluation would be helpful for department chairs.

The evaluation of administrative staff at the dean and associate dean levels is specified in the administrators' Teamsters union contract, with the appraisal made using a district evaluation document (Doc. 7.12). The document is comprehensive and includes a variety of categories to be evaluated including job knowledge, accomplishments, communication skills, judgment, leadership, and others. The process does not specifically prescribe the input of appropriate faculty and staff for administrative staff evaluation, nor does it preclude it. Past practice has not involved consultation of those individuals. Section 70(e) of AB 1725 states that faculty should be as involved in the evaluation of administrators, as students are in faculty evaluation (Doc. 7.15). Such a procedure is not included in the dean's contract.

The district and union are examining the evaluation process and revised language is expected. Similarly, the evaluation of faculty in their capacity as department chairpersons conducted solely by the president or designee is not as comprehensive as desired. An

effective evaluation process must have a mechanism for assessing the views and judgments of those being supervised. It is vital that all staff, faculty, and administrators on campus and at the district office undergo a formal, systematic, and meaningful evaluation process involving the persons being evaluated and those supervised and, or impacted by the person in the execution of a position or assigned duties. Research suggests that multi-appraisal methods, such as the 360-degree appraisal, are among the most comprehensive because data may be collected from all around an employee, including from inside and outside the organization, provide a fuller picture and limit the danger of distortion from using a single perspective (Pinnington, Edwards, 2000).<sup>16</sup>

A consistent and focused philosophy towards evaluation has not existed at the college in recent years partly due to the high turnover of leadership at the college and district level. This may be in the process of changing as a result of an interim college president and Chancellor and the respective philosophies toward evaluations. The comprehensive evaluation of the president, which takes place every three years, is distinguished by the collection of relevant information about the president's performance directly from representatives of the faculty, administration, staff, and students of the college, as well as from community members.

The clear intention of LATTC's Interim President is to set an example in this regard to the campus community. The Interim President has stated that he cannot expect others to undergo rigorous evaluation of their performance until he does. In addition, evaluation of campus vice presidents is scheduled for the 2000-2001 academic year.

### **Planning Agenda**

It is recommended that the Staff Development Committee, managers, and representatives of the collective bargaining agents develop by an ongoing plan for training and periodic retraining in evaluation rationale and techniques of all evaluators at the college.

The college administration and staff and the respective unions, should explore with the Chancellor and district adapting existing evaluation procedures to include a formal response or feedback from individuals supervised by an administrator under evaluation, or from a department chair in their role as administrator or department chair.

*B.2 Evaluation processes seek to assess effectiveness and encourage improvement.*

*B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.*

### **Descriptive Summary**

Faculty evaluation is based on student and peer participation. Both groups use similar questionnaires (Doc. 7.16). that address subject knowledge, teaching skill and

---

<sup>16</sup> Pinnington, A., Edwards, T. Introduction to Human Resource Management p. 163, Oxford UP, 2000.

effectiveness, availability, and motivational talent. This information is summarized and focused into the following categories on the final form: knowledge of subject area, effectiveness, performance of responsibilities, and participation in professional growth activities. In each of these areas the faculty member is rated as “satisfactory,” “needs to improve,” “unsatisfactory,” or “no basis for judgment.” With the passage of AB 1725, the period for new faculty to achieve tenure was increased from two to four years. During this time, the probationary instructor’s ability to teach is carefully evaluated by a committee that includes an administrator, two faculty members from within the department, the department chair, and an Academic Senate representative. For continuity and consistency, it is suggested that the committee members serve for the probationary instructor’s entire probationary period.

In addition to evaluation, the purpose of the committee is to nurture the new instructor through an often challenging adjustment period, providing support and constructive feedback designed to improve teaching skills. The department chair may appoint a mentor for the evaluated probationary instructor or for an evaluated regular faculty member by mutual agreement of the faculty member and the administration. New contract language places increased emphasis on additional activities that support the academic program or college-wide service.

Criteria for classified staff evaluation include quality and quantity of work, work habits, personal qualities, interpersonal relationships, and supervisory qualities. In each of these areas employees are rated by their supervisors as “exceeding or meeting work performance standards,” or “below work performance standards.” The administrative performance appraisal encourages the communication of standards and expectations by the evaluator and the setting of goals and objectives by the employee evaluated. Performance levels are the same as for the classified staff. For all of the evaluation processes performed at the college, communication between evaluators and the evaluated is encouraged in order to clarify the level of performance taking place and performance expectations.

The Staff Development Committee assumes much of the responsibility for assisting classified and administrative employees with improving skills. Direct supervisors assist classified staff employees with increasing their job effectiveness.

### **Self Evaluation**

The evaluation processes at the college are clearly delineated as to their format and purpose, which includes assessing effectiveness and encouraging improvement, as prescribed in the collective bargaining agreements. Performance evaluations carried out appropriately, with the stated intent in mind, genuinely assists those being evaluated, with performance weaknesses to improve, and in supporting employees performing satisfactorily to continue striving and to excel. A great strength of the faculty evaluation process is its multiple sources of input. Students are surveyed regarding the extent to which the instructor meets various criteria, all of which are centered on the instructor’s teaching ability.

Faculty serving on the Peer Evaluation Committee complete a worksheet with similar criteria for teaching effectiveness and how well the evaluated faculty member carries out other professional responsibilities. The final Performance Report for Peer Evaluation requires that these documents are condensed into the four areas previously discussed: knowledge of subject area; effectiveness; performance of responsibilities; and participation in professional growth activities, with room for narrative comments regarding recommendations and special abilities (Doc. 7.15). Ensuring that the Peer Evaluation Committee is focused on teaching effectiveness is dependent upon the guidance of the committee chair.

When asked if the faculty evaluation process encourages improvement, 25 percent of the faculty agreed, while only 18 percent of the administrators agreed, indicating that campus climate in this area needs improvement, according to the March 2002, campus Accreditation Self-Study survey. Some faculty have openly refused to participate on a Peer Evaluation Committee, because they felt the process is merely a “rubber stamp of approval” and possibly swayed by politics and currying favor.

### **Planning Agenda**

The Academic Senate will review the effectiveness of the current instructor evaluation process.

As the faculty evaluation process is part of the collective bargaining agreement, any proposed changes will be made to the faculty union.

It is suggested that the Academic Senate also participate in the evaluation training sessions to be developed by the Staff Development Committee.

### **C. Staff Development**

*CI. The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.*

### **Descriptive Summary**

The college began collaborative, interactive, strategic planning during the spring of 1997. A Future Search Conference was held on June 20, 1997 and a college-wide retreat was held on July 18, 1997. The Future Search conference involved sixty-five individuals, faculty, administrators, staff, and students who collaborated in identifying strengths of the college as well as opportunities and priorities for the future. The college-wide retreat included 140 college faculty, administrators, and staff who were charged with establishing shared values, identifying strategic intents and drafting goals, recommended action plans, and indicators of effectiveness.

In the past, campus, staff development activities were planned at times convenient to classified staff. In the 2001-2002, school year few of these activities were planned during

times that staff could participate. A computer class was offered during summer 2002 in which a small number of staff participated.

The staff development computer laboratory, located in the LRC offers regular hours and a teacher who provides classes in computer software. The Staff Development program at the college has revitalized the Staff Development Committee and staff development activities. The Staff Development Laboratory opened in 2001, and is chaired by two faculty members with 20 percent release time each. The classes currently offered focus on enhancing and improving faculty computer skills and Professional Development workshops. The Staff Development Laboratory offers appropriate computer equipment, educational technology software, a scanner, CD burners, and an overhead projector and work space for approximately fifteen persons.

The college's Student Services Division held a retreat in October 1997, in which each department shared program information and discussed "How to work With Difficult Students/Staff." Student Services held another retreat in June 1999 in which quality services, ideas to improve moral, customer service and issues of concern to staff, administrators and counselor were addressed.

The Staff Development Committee consists of members representing all segments of the campus. The committee publicizes and encourages participation in all its meetings and activities via campus inter-office memos, a newsletter, email, and notices in the weekly staff bulletin. The committee is also using the college website as a means of communicating with its constituents. The committee's responsibilities include approving conference and workshop requests and expenditures, as well as exploring, planning, and organizing activities of college wide interest.

Activities include new employee orientations, workshops, seminars, lectures, conferences, retreats, tuition reimbursement, sabbaticals, employee recognition, employee appreciation luncheon and professional memberships. The Staff Development Laboratory and office offer computer training, and host conferences and workshops. Staff Development activities are open to all staff members.

While budgetary restraints vary yearly, limited funding is available to all staff members for qualified classes, conference and workshop attendance. The Staff Development Committee allocates conference funds. The allocation for full-time faculty in the current year is \$500, for part-time faculty \$200, for administrators \$400 and for classified staff \$300, pending funding availability. Staff Development funds augment allocations from the Academic Senate, classified employees for qualified conference and workshop attendance. For AFT classified tuition reimbursement is available for up to \$3,000 per year or fifty percent of tuition. Tuition reimbursement of up to \$1,000 per year is available for administrators. Evaluation of events for administrators is typically solicited in questionnaire form at the conclusion of each event.

At the conclusion of most activities, participants are asked to submit a written

evaluation. Most criticism is based on the desire for more and extended activities. The majority of the classified staff seems satisfied with what is offered by the Staff Development Committee. The Staff Development Committee provides varied opportunities for all staff members to improve their professional expertise and skills.

The LACCD, in conjunction with the AFT union, provides a fund of \$120,000 per fiscal year to support convention and conference attendance for faculty. The money is allocated to each college in proportion to the number of full-time faculty and the contract also stipulates that the district shall establish a fund of \$50,000 per fiscal year for the purpose of professional development. The language in the contract specifies that this money be used for tuition reimbursement for courses taken in accordance with a set of guidelines. Although many faculty participate in self-chosen individual activities, the committee also regularly sponsors activities in the other categories. It has been proactive in encouraging the faculty to embrace innovative teaching skills, specifically those related to information technology, multimedia training and distance education, by offering program workshops.

Staff Development Laboratory activities have been devoted to drop-in assistance to with computer skills, in addition to workshops, including a "Summer Technology Training" scheduled for summer 2002. The Title 5 grant award will result in a collaboration with the Staff Development Office for training faculty to integrate "Learning Communities" using the World Wide Web, email, chat, discussion boards, and instant messaging software.

Campus information dissemination about the Staff Professional Development Program is widespread. All activities included in the program are listed in the Staff Development Newsletter issued several times per year that is distributed to the entire campus and is available on the website. Direct access to the co-chairpersons is easily accomplished via voice mail or email. Much of the Professional Development literature is also available in the Office of Academic Affairs.

There is a detailed evaluation process that serves to measure the overall effectiveness of the program. At the conclusion of each activity, the participant is given the opportunity to submit a written evaluation of the activity. Participants are asked to evaluate the activity with respect to its value to the participant, consistency with their expectations, contribution to their professional development, and scheduling preference.

Staff development for administrators is varied, and generally is designed to increase each administrator's expertise in their respective areas of responsibility. Limited staff development is offered on a district wide basis for all district administrators, such as a review of the LACCD/AFT contract for items of change or importance to the operation of the college, and employee assistance. Other campus activities offered are designed to encourage administrators to increase their skills in the use of computer features and program software. Administrators may also use up to \$400 per year for conference attendance in order to upgrade skills.

## Self Evaluation

A detailed questionnaire was developed and distributed spring 2000 to survey faculty use of instructional methods and technology (Doc.7.17). Eighty faculty members representing full-time, adjunct, vocational, academic and non-classroom faculty responded. 54 percent of the respondents indicated their level of computer expertise was proficient. Although 92 percent of the respondents indicated they use lecture/discussion as the major technique to deliver instruction, 28 percent indicated they would like to learn more about computer-assisted instruction, 39 percent indicated they would like to learn more about skills/outcome assessment, 33 percent wanted more information on course/curriculum development and 31 percent indicated they would like to learn more about learning communities. Fifty-four percent of the faculty indicated they would like to access campus emails and other documents from home. Remote access to campus email is now offered via the Microsoft Outlook program.

The Staff Development Committee has incorporated many of the spring 2000 faculty survey results into the workshops. The committee has addressed how to post grades electronically, review class enrollments for faculty, as well as provided instructions for using Microsoft Word, Excel, PowerPoint, Front Page and Adobe Illustrator.

When surveyed the classified staff responded that the topics and activities offered were appropriate and helpful. While there are some complaints that certificated staff members are afforded more choices and seldom invite classified staff to take advantage of their activities, overall most classified staff members voice satisfaction with their Staff Development Committee and its activities.

The Staff Development Committee is working to create and improve its methods for communicating more clearly with its constituents. It is committed to encouraging the classified staff to respond by defining their needs when asked to complete surveys, and to suggest helpful activities. The college offers appropriate activities for professional development. There are a wide variety of different activities offered, and the committee solicits suggestions from the faculty and staff every semester so that participants have an opportunity to express their views.

Besides the obligatory FLEX Day program at the beginning of the fall semester, many other programs centered on individual activities strengthening discipline knowledge, staying current in one's field and exploring innovative classroom exercises and materials, and activities directly related to in-class performance are offered. Overall the activities sponsored by the Staff Development Committee are well designed and successful. Opportunities for administrative staff development are available, but limited. Each event is well attended, since administrators must use correct and current information when solving problems and for interpreting college and district policy to students, faculty, and to interested members of the community. The most frequent complaint made by campus administrators is that there is not enough time or enough money to participate in pertinent conferences.

## **Planning Agenda**

It is recommended that the Staff Development Committee work with the campus Title 5 Learning Communities program to address the spring 2000 Faculty Instructional Methods and Technology survey results indicating faculty interest in learning more about learning communities.

It is recommended that the Staff Development Committee in response to the above-mentioned survey, offer workshops focusing on skills and outcomes assessment and course and curriculum development.

The Staff Development Committee will explore offering a broader array of training and workshops for classified staff, and it is recommended that faculty and staff committees work collaboratively to determine the feasibility of sharing activities.

Broadening administrative staff development opportunities, and discussing and developing ideas regarding the issues of time and funds for workshop and conference attendance will be explored.

It is suggested that the Staff Development Committee offer workshops during the school year and for summer sessions.

The Staff Development Committee, the Academic Senate and the Office of Academic Affairs explored collaboratively planning for FLEX Day activities August 29, 2002, including updates and discussions on the LATTC Educational Master Plan 2003, the need to develop a Technology Master Plan, the campus Facilities Master Plan, and future FLEX Days.

It is recommended that the Staff Development Committee, the Academic Senate, and the Office of Academic Affairs collaboratively plan for and design the annual, fall semester FLEX Day activities.

## **D. General Personnel Provisions**

*D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.*

## **Descriptive Summary**

The policies and procedures are consistent with the Accrediting Commission related to Equal Employment Opportunity and nondiscrimination. Meeting the institution's Equal Employment Opportunity and diversity goals has been constant, until the Supreme Court ruling in 2001. The district has a Nondiscrimination Policy (Board Rule 1202), A Discrimination Complaint Policy (Board Rule 1203), a Sexual Harassment Complaint Policy (Board rule 15009 et al.), selection procedures for academic position (Board rule 10301 et al.), selection procedures for classified (Personnel Commission Guides 600-

699), and a Faculty and Staff Diversity Plan adopted by the Board of Trustees and approved by the State Chancellor (MCP #219).

Los Angeles Trade-Technical College complies with the nondiscrimination and Equal Employment Opportunity policies by completing and submitting the required evidence of effort forms to the district office.

### **Self Evaluation**

Violations of contract provisions are subject to structured grievance procedures outlined in the union contracts.

The LATTC Staff Diversity Advisory Committee members are selected from classified staff, faculty and administrative staff.

### **Descriptive Summary**

*D.2 The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.*

The college has a strong commitment to equal access to employment opportunity and diversity in its hiring practices. The college has attempted to seek qualified applicants who represent the diversity of the Los Angeles basin. In the same vein, the hiring committees seek representatives from our diverse faculty and staff members to serve as non-voting affirmative-action representatives on hiring committees.

While protecting the rights of all individuals, the college has hired many members of underrepresented groups in faculty, staff and administrative positions. The college hiring processes have not discriminated against any person based upon age, race, gender or other factors outlined in the provisions of Proposition 209 found in *Connerly v. State Personnel Board*. Based upon this decision, State Chancellor Thomas Nussbaum in consultation with State Legal Counsel, Ralph Black issued a 14th Advisory on Proposition 209 dated October 19, 2001 which indicated appropriate activities to ensure equal employment opportunities. They are in summary:

1. Suspend district efforts to calculate new goals or timetables for hiring of women and ethnic minorities as specified in Board regulations.
2. Discontinue goals or timetables for hiring of women and minorities, if any have been established, for any purpose in district hiring processes.
3. Ensure that recruitment efforts are broadly inclusive and afford all groups equal opportunity to obtain information about district openings.
4. Do not consider the race, gender or ethnicity of any candidate in any hiring process, or in any employment decision.
5. In-house or promotional only recruitment should be confined to those situations

where the position is being filled on an interim basis.

### **Self Evaluation**

The college consistently adheres to the provisions outlined in Connerly v. State Personnel Board and Proposition 209. Broad recruitment efforts are maintained through the use of advertising open faculty and administrative openings in the Faculty and Staff Diversity Registry.

### **Planning Agenda**

The college will make efforts to publicize updated hiring procedures through a workshop hosted by the Staff Development Committee and the Academic Senate in Spring 2003.

*D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered and available for information and review.*

### **Descriptive Summary**

Personnel policies are developed at the district level by representatives of the district's Human Resources Division, the District Personnel Commission and certificated and classified bargaining units. The Board of Trustees must approve policies and procedures not covered by Federal and State statutes. In the Los Angeles Community College District, there are seven employee bargaining units, one for faculty and six for classified employees. The contracts and personnel policies are included in the collective bargaining agreements. Equitability is assured in part through the grievance procedures available to each labor unit member. Every member of each bargaining unit receives a copy of the appropriate contract.

Board rules, personnel guides, administrative guides and Personnel Commission Guides are available in the offices of the president, administrative vice president, and in the Library and personnel offices. They are also available on the district's website at [www.laccd.cc.ca.us](http://www.laccd.cc.ca.us). The contracts of each of the employee groups contain the procedures and criteria for personnel appointment, evaluation, retention, advancement and due processes, where negotiated by the district and each bargaining unit. Contracts are generally reevaluated and renewed every three years. Most other topics outside the scope of collective bargaining are covered in the District Board Rules, administrative guides, personnel guides, and, or Personnel Commission Guides. Among the classified ranks, it is standard procedure for a supervisor to provide a job description to each new employee upon beginning service with the district.

### **Self Evaluation**

The district adheres to the written policies ensuring fairness in their employment procedures. Any questions needing further clarification are resolved through meetings

between AFT representatives and the administration. Department chair duties have been included in the latest contract in an effort to clarify responsibilities. The process has proven to be sound and responsive to all parties concerned as verified by the March 2002 Faculty/Staff/Administrator Accreditation Self-Study survey.

*D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete and permanent.*

### **Descriptive Summary**

State and federal law dictate LATTC'S privacy policy. The district policy is found in the District Personnel Guide, B706. Personnel records are stored in secure locations in the Office of Academic Affairs, Personnel and in district computer files. All personnel information contained in the instructional electronic database can only be secured by personnel with clearance and through the use of passwords.

### **Self Evaluation**

The guidelines adopted by the district protect the privacy of campus staff members. The storage location of all personnel records on campus is in the Office of Academic Affairs and the LATTC Personnel office to ensure security. Individuals responsible for keeping and maintaining the records understand privacy information issues. Campus workshops or reminder information bulletins on the issue of privacy, particularly for those staff members who have access to confidential information covered by district policy and state and federal law are available. Only appropriate personnel have security access to electronic versions of personnel records via the college computer network system. No significant problems concerning accuracy have been noted since the 1997 campus Accreditation report.

### **Planning Agenda**

No significant problems concerning accuracy have been noted since the 1997 Accreditation report.

### **Standard Seven: Faculty and Staff Documents List**

- 7.1 LACCD Personnel Guide
- 7.2 Role of the Academic Senate
- 7.3 Assembly Bill 1725 Index
- 7.4 LACCD Instructor Application
- 7.5 Classified Staffing Request NOI
- 7.6 Evidence of Effort Reports
- 7.7 Minimum Qualifications for Faculty and Administrators, in California Community Colleges
- 7.8 Agreement Between the LACCD and the AFT College Guild Local 1521
  - 7.8.1 LACCD Personnel Commission Laws and Rules
- 7.9 LATTC Administrators, List of Degrees Earned Application
- 7.10 Agreement Between the LACCD and the AFT Staff Guild Local 1521
- 7.11 Interview Forms
- 7.12 Academic Rank
- 7.13 Agreement Between the LACCD and L.A. City and County Building and Construction Trades Council
- 7.14 Agreement Between the LACCD and the Supervisory Employees' Union Local 347
- 7.15 LACCD Hiring
- 7.16 Performance Evaluation Forms for Classified, Faculty, and Administrators
- 7.17 FLEX Day Workshops
- 7.18 LATTC Retreats Material
- 7.19 Staff Development Flyers
- 7.20 FLEX Form
- 7.21 District Academic Senate Faculty Hiring Handbook
- 7.22 Instructional Methods and Technologies Survey, Spring 2000
- 7.23 Evaluation draft from Senior Vice Chancellor Landsberger
- 7.24 District Academic Senate Equivalence Process
- 7.25 A re-examination of Faculty Hiring
- 7.26 Faculty Hiring List 1998-2001
- 7.27 Academic Senate Hiring Evaluation Form
- 7.29 Administrative Performance Appraisal
- 7.30 Staff Development