

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.



Standard IIIA: Human Resources

III.A. *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.*

Overview

Fullerton College upholds an educational environment in which highly qualified faculty, staff, and administrators focus on excellence in teaching, learning, and support services. Faculty and staff are full participants in assessing human resource needs to ensure success in academic and support programs. Through shared governance, the college has developed systematic processes for hiring personnel to meet the college's vision, mission, and values. Employee evaluations are methodical, following clearly written policies and procedures to ensure adherence to institutional and programmatic needs. A comprehensive professional development program has been established to meet the needs of faculty, staff, and management personnel. Fullerton College takes pride in its educational environment of tradition and intellectual inquiry, creating an environment that attracts highly qualified and dedicated professionals.

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.*

Descriptive Summary

Qualifications for faculty and administrative positions adhere to the Minimum Qualifications for

Faculty and Administrators in California Community Colleges, provided by the California Community College Chancellor's Office (CCCCO). The listing of minimum qualifications was developed by the State Academic Senate and adopted by the Board of Governors. Individual departments have the option of establishing additional criteria to ensure relevant experiences and specific qualifications when hiring faculty members. North Orange County Community College District (NOCCCD) policy directing hiring practices clearly outlines the opportunities for faculty, staff, and management input in the development of desired qualifications for a particular position. (1)

Self Evaluation

Hiring practices at Fullerton College are in accordance with NOCCCD Board Policies and Administrative Procedures and union contracts with faculty and classified staff members. The procedures provide detailed instruction for the creation and dissemination of job announcements, certification of applicant pools, application screening, interviews, and hiring. Employees of the college in faculty, classified and management positions meet or exceed qualifications for education, work experience, and training. (2)

Applicants for regular and adjunct faculty positions who do not clearly document that they meet the established minimum qualifications may have their resumes evaluated by the District's Equivalency Committee. The description and qualifications for each faculty and management position are clearly described in job announcements. Classified staff job descriptions are also available on the campus shared drive. Qualifications for non-academic employees are updated as needed. Hiring committees determine whether special skills or experiences in addition to the minimum requirements may be needed for the specific position being filled.

1 NOCCCD Policies and Procedures
2 NOCCCD Policies and Procedures

Planning

None.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

NOCCCD Board Policies and Administrative Procedures govern hiring of all categories of personnel (BP and AP 7110-7600; AG 3000). College hiring practices follow district hiring policies and procedures, and local, state, and federal laws and regulations, as well as current collective bargaining agreements. The public may view the relevant laws and regulations at the NOCCCD website. (3)

Faculty hiring committees include a minimum of three faculty members selected by the faculty of the discipline/subject area as well as the division dean, an Equal Employment Opportunity (EEO) representative, and other persons as the hiring committee may deem appropriate (BP 3004). All members of the hiring committee are involved in establishing a decision-making process and level of agreement required to act. All members participate in the development of the job specification/announcement, paper screening rating criteria, interview questions, and rating criteria as well as protocol for a teaching demonstration, writing sample, and/or other performance measures. All

hiring materials and processes are reviewed and approved by the District Office of Human Resources.

(4)

Positions are advertised by the district Human Resources Office following board policy in consultation with the hiring committee chair, along with the determination of the closing date for a position and the distribution of the job announcement. In accordance with Board Policy 3004, Section 6.2, positions are advertised for at least six weeks prior to the closing date. To ensure a diverse pool of qualified applicants, the Human Resources Office distributes position announcements to all applicable employees of the district as well as to outside institutions, registries, scholarly publications, and agencies as required by board policy. (5) (6)

Each faculty hiring committee determines its own interview questions and normally includes a brief teaching demonstration for faculty positions. Criteria for judging the applicant's performance are determined prior to the interview by the individuals on the hiring committee. College transcripts; professional activities such as professional memberships; participation at conferences; publications; letters of recommendation; interviews; and records of involvement in prior teaching and graduate positions are evaluated to judge scholarship in a candidate, and to determine the candidate's potential to contribute to the college mission.

Prior to second-level interviews, candidates' references are carefully checked. The hiring committee member responsible for checking references asks a prescribed set of questions to individuals providing the background information. A candidate's potential to contribute to the mission of the college is assessed based on work experience as indicated in the application materials and on the candidate's responses to relevant questions during the interview process.

3 NOCCCD Policies and Procedures.

4 NOCCCD Human Resources website

5 NOCCCD Policies and Procedures

6 NOCCCD Human Resources website

The district Human Resources staff members are committed to ensuring that the hiring process is inclusive and yields qualified employees. After the close of the initial filing deadline, the minimum and desirable qualifications of the candidates are evaluated by the hiring committee to determine if a sufficient pool of qualified candidates exists. If it does not, the position is re-advertised.

Self Evaluation

Fullerton College and the NOCCCD are diligent in following prescribed hiring practices. Board policies and procedures are followed and faculty job descriptions are related to institutional and departmental goals identifying position duties, responsibilities, and authority. Criteria developed by faculty include evidence of subject matter knowledge, teaching effectiveness, scholarly activities, and the potential to contribute to the mission of the college. Hiring committee members develop screening criteria, interview questions, and demonstration topics for prospective candidates. Applications, transcripts, resumes, letters of interest, and recommendations assist the hiring committee in assessing a candidate's potential abilities to be successful in the specific position. (7)

College faculty and administrators possess degrees from U.S. accredited institutions or appropriately evaluated degrees from foreign institutions. Reference checks occur prior to any offer of employment, and official transcripts and documents outlining work experience are collected by the Human Resources Office.

A trained equity representative is assigned to each hiring committee of full-time faculty, administrators, and classified employees (AP 7120, AP 7120-3, and AG 3004) to monitor the hiring process and to ensure fairness and equitable treatment of all candidates. Positions are appropriately advertised to recruit a diverse pool of candidates. More than 78% of respondents to the Fullerton College campus climate survey administered in Fall 2009 agreed that policies and practices of the college clearly

demonstrate a commitment to issues of employee equity and diversity. (8) (9)

A number of classified staff positions have been submitted to the district office to be considered for reclassification. Staff members are concerned with the amount of time it takes for the evaluation of these positions and the lack of communication from the district Human Resources Office about the requests.

Planning

None.

III.A.1.b. *The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

Descriptive Summary

Performance review designs, criteria, timelines, and processes are negotiated with the bargaining units of the district including United Faculty, California School Employees Association Chapter 167, and Adjunct Faculty United. The evaluation instruments are developed through the collective bargaining process for faculty and classified staff and in collaboration with the district and the District Management Association for managers. To ensure that evaluation instruments include relevant criteria to assess employee effectiveness, negotiation teams include appropriate managers. (10)

Campus managers and administrators monitor performance review submissions in conjunction with the district Human Resources Office. Managers receive periodic updates from Human Resources

7 Union Contracts website

8 NOCCCD Policies and Procedures.

9 2009 Campus Climate Survey results

10 United Faculty contract

regarding the status of performance reviews in their departments as well as reminders of submission dates for evaluations. Evaluations for faculty, classified, confidential, and administrative staff are conducted on a regular basis in compliance with board policy (BP 7210 for faculty, BP 7220 for classified staff, AP 7230-7 for confidential staff members, and AP 7240-7-pending for management staff). (11)

All evaluation instruments may be viewed on the district's website or in the individual collective bargaining agreements. Each includes specific, agreed upon criteria to document and address performance of assigned duties, participation in appropriate institutional responsibilities, effectiveness, and any needed improvement with specific measures and timelines.

Full-time tenured faculty members are evaluated once every three years, beginning with the third year of tenured service. Faculty members' evaluations include a classroom or work site observation, student evaluations, assessment by the immediate management supervisor, and, at the unit member's request, a peer assessment. Adjunct faculty members are evaluated within the first two semesters of paid service and at least once every six regular semesters of paid service thereafter. Confidential and classified staff are evaluated every other year. Managers are evaluated each year, including a comprehensive 360 degree review every third year. Hourly employees, professional experts, and temporary special projects administrators have no formal evaluation mechanism. (12) (13)

Managers are responsible for ensuring that evaluations of classified staff members relate directly to departmental effectiveness. Staff evaluations include aspects of quality and quantity of work, work habits, personal qualities, relationships and leadership skills, if appropriate. The evaluation team for faculty members is responsible for ensuring that performance evaluations lead to any needed

improvement. Any improvements needed for management and classified personnel are monitored by the direct supervisor.

Self Evaluation

The college conducts organized, regular evaluations of faculty, classified staff, confidential employees, and management personnel in accordance with applicable board policies and regulations. Written evaluation criteria are outlined in personnel contracts and include relevant responsibilities applicable to individual job assignments. Employees have access to their written evaluations and opportunities to discuss the results. Documentation of completion of the evaluation processes is maintained in the individual employees' records at the district office.

Planning

None.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

The process of developing student learning outcomes (SLOs) assists faculty and staff in developing methods and programs to facilitate student success. Instructional and Student Services faculty participate in the development of SLOs with the guidance and support of the SLO Coordinator. All interested personnel have the opportunity to participate in the development and assessment of SLOs, which has been the focus of a number of professional development activities on campus. (14)

Faculty members and managers have participated in meetings and workshops to develop course and program SLOs and assessment activities. The Curriculum Committee reviews SLOs for compliance with an approved format and appropriateness of content. Faculty members in the Math, Humanities, and Fine Arts divisions have developed a variety

11 NOCCCD Policies and Procedures

12 United Faculty contract

13 Adjunct Faculty contract

14 Staff Development website

of tools for effective assessment, including rubrics, embedded questions, and common assignments. (15)

The SLO vision and purpose have emerged from thoughtful, inclusive, and ongoing dialogue among faculty, student services staff, and managers and deans at the department, division, and college levels. This purposeful dialogue shapes the SLO process in a method that contributes to student learning and success. Through systematic data collection and interpretation, integration of SLOs into pedagogy, collaboration among faculty, student services professionals, administrators, students, policymakers, and the public, the college has the necessary information to modify teaching and learning strategies, and to coordinate program objectives, prerequisites, facilities and equipment needs, and to request budget allocations.

Faculty members have a central role in the establishment and assessment of SLOs since they have the primary responsibility for course content and program review, and use the feedback from the assessment to improve instructional effectiveness. Faculty members are evaluated on “documented, relevant and timely evaluation of student performance appropriate to the subject matter of the course.”

Self Evaluation

The faculty evaluation instruments in the collective bargaining agreement between the NOCCCD and United Faculty as well as Adjunct Faculty United have a component for assessing student learning. (16) (17)

Planning

None.

15 SLO website
16 United Faculty contract
17 Adjunct Faculty contract

III.A.1.d. *The institution upholds a written code of professional ethics for all of its personnel.*

Descriptive Summary

Fullerton College and the NOCCCD make every effort to create a collegial, professional, and ethical campus environment. NOCCCD Board Policy contains a code of ethics for members of the Board of Trustees (BP and AP 2715) and all employees of the district (BP and AP 3050). Additionally, a “Statement of Ethics” appears in the college catalog and addresses the shared responsibility to conduct all business of the college with integrity and actions that are fair, consistent, and equitable. (18) (19)

Self Evaluation

The Code of Ethics for district employees contains detailed language regarding faculty, staff and administrators’ responsibilities for respect toward students, respect for others’ opinions, and performance with intellectual honesty and objectivity in judgment of colleagues. The code of ethics for board members is sufficiently detailed and clearly written. The “Statement of Ethics” which appears in the college catalog and applies to all campus constituencies, and is thorough and easily understood.

Planning

None

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.*

Descriptive Summary

Annually, the CCCCCO establishes a full-time faculty staffing level for each community college district in the state. Referred to as a district’s full-time faculty obligation, this number is adjusted each year by calculating the percentage of funded credit

18 NOCCCD Policies and Procedures
19 Fullerton College 2010-2011 Catalog, p. 11

enrollment growth in the preceding academic year. The full-time faculty obligation is a provision of Assembly Bill 1725, and the method for determining and reporting the obligation is found in Title 5 of the California Education Code. The NOCCCD Human Resources Office monitors faculty assignments districtwide to ensure the required faculty obligation is being maintained. (20)

At Fullerton College, the current counselor to student ratio is 1 to 1500. The ratio is analyzed each year, and new counselor positions are requested through the faculty hiring priorities procedures.

Once the number of faculty positions for an academic year is made available from the CCCC, the NOCCCD Chancellor's Staff determine the number of new positions to be allocated to each campus in the district.

The college employs a planning and budget priority process to provide sufficient faculty and staff in relation to college resources. At the beginning of Fall 2010, the college employed 305 full-time faculty members with an additional eight vacant positions, 544 adjunct faculty members, 270 classified staff members and 16 vacancies, and 37 managers and two vacancies.

Self Evaluation

The college maintains a sufficient number of qualified full-time faculty, staff, and management personnel to support the institution's mission and purpose. Faculty members meet or exceed the minimum qualifications for their positions at the college. The district complies with all applicable state regulations and guidelines in hiring sufficient full-time faculty members, and procedures are in place to ensure that new positions are based on growth and available funds.

Positions for faculty and classified staff are prioritized through procedures that are well-developed and agreed upon through the established campus process. Faculty coordinators develop faculty position requests that are given to the respective

division dean. The Deans' Council meets to gather all such position requests and prioritize them. The prioritized list is given to the Faculty Allocation Committee, a committee of the Faculty Senate, for its review and analysis. Both listings are then sent to the college President for a final campus decision. The college President presents the final campus listing at the Chancellor's Staff meeting for a final districtwide decision. (21)

In the current budget environment, classified positions are carefully reviewed by the Planning and Budget Steering Committee, which then makes a recommendation to the President's Staff. If the college President believes that the position is critical to the functions of the college, the President will put the item on the agenda at Chancellor's Staff for discussion. The final decision is made at the Chancellor's Staff level. There is some concern that the system for prioritizing and planning for classified staffing is inadequate at the college level, with the availability of funds driving the hiring decisions without consideration of institutional priorities.

The college evaluates the need for personnel through program review and departmental planning. There is some concern that a number of faculty and classified staff members are funded by categorical funds rather than institutional general funds. During a fiscal crisis, when categorical funding is reduced, mandated functions such as accommodations for disabled students or assessments must still be performed. When personnel who have been paid with categorical funds resign, retire, or are promoted and the funds have been reduced, the positions are left vacant.

Planning

None.

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.*

Descriptive Summary

The Chancellor’s Cabinet regularly reviews policies and procedures to ensure compliance with new or revised California and federal law and makes recommendations to the Board of Trustees for any modifications to existing board policies. The Vice Chancellor of Human Resources, along with his staff, is responsible for the administration of personnel policies and procedures that appear on the NOCCCD website. Staff members are regularly notified of changes to policies and procedures in meetings, emails, and/or memoranda. Training is made available to district managers and supervisors on personnel policies and procedures and adherence to union contracts. This training ensures consistency and equity in complying with personnel policies and procedures. (22)

Self Evaluation

Personnel policies and procedures are systematically developed, clear, and administered fairly. The policies and procedures are available for informational review on the NOCCCD website. Appropriate training is available each semester for managers and supervisors, including training on personnel policies and procedures.

Planning

None

III.A.3.a. *The institution establishes and adheres to written policies ensuring fairness in all employment procedures.*

Descriptive Summary

Under the direction of the Vice Chancellor of Human Resources, the Human Resources Administrative Support Manager is responsible for planning, coordinating, and monitoring recruitment activities and selection and hiring processes to ensure equity and consistency in all employment procedures. The

22 NOCCCD Human Resources website

Director of Equity and Diversity regularly scrutinizes programs and activities to ensure compliance with state and federal laws and district policies regarding equal employment, sexual harassment, unlawful discrimination, and the Americans with Disabilities Act. (23)

In-service training for managers, faculty, and staff members is conducted on subjects including hiring procedures, equal employment opportunity, and prevention of unlawful discrimination and sexual harassment in the academic setting. NOCCCD Board Policy 3430 describes the district’s unlawful discrimination policy. Any complaints of unlawful discrimination or sexual harassment are submitted to the District Director of Equity and Diversity, the Director of Human Resources, or to the confidential employment hotline. (24)

Self Evaluation

NOCCCD policies, procedures, and guidelines ensure fairness in all employment procedures within the district and at the college. Every hiring committee of full-time faculty, administrators, and classified employees has a trained equity representative to ensure fairness, equity, and inclusiveness in the process. There are established complaint procedures for any employee who feels that he or she was treated unfairly, harassed, or discriminated against.

Planning

None

III.A.3.b. *The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

Descriptive Summary

Personnel records are stored and maintained by the NOCCCD Office of Human Resources. Only employees, their direct supervisors, and confidential Human Resources staff members are allowed access to personnel records. Employees may access their

23 NOCCCD Equity and Diversity website
24 NOCCCD Equity and Diversity website

official records by contacting the Human Resources Office. The Human Resources Office maintains the electronic human resources database in the Banner system. Administrative Procedures 7230-5 and 7240-5 specify the rights and procedures regarding personnel file access, confidentiality, and content for confidential employees and management personnel, respectively. Personnel file procedures for classified staff members may be found in the contract between the district and California School Employees Association (CSEA) Chapter 167 in Article 4 and for faculty in the contract between the district and United Faculty in Article 4.7. (25)

Self Evaluation

The district and the college have adequate provisions for the security and confidentiality of personnel files for all employee groups, and each employee may access his or her own personnel file in accordance with applicable laws.

Planning

None

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

Descriptive Summary

One of the core values of Fullerton College states, "We respect and value the diversity of our entire community." In addition, the NOCCCD Core Values include, "We foster and promote equal employment opportunity within the District," and "We support diverse views of academic, socioeconomic, cultural and ethnic backgrounds of our staff and students."

Self Evaluation

In Fall 2008 a Student Equity Plan was endorsed by the President's Advisory Council (PAC) and approved by the Board of Trustees. The plan was written as a collaborative effort by faculty, staff, and management to address issues of equity and diversity directly related to students attending the college. The report focuses on programs and services that contribute to student success.

While acknowledging the excellent work of a number of programs, the authors of the report recommend enhancements to existing activities as well as directing considerably more attention to the advising and affective domains to help more students. (26)

III.A.4.a. *The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*

Descriptive Summary

The Cadena/Transfer Center provides services that enhance awareness of campus diversity, facilitate transfer to colleges and universities, and promote student development. In addition to the core services, the center provides a selection of workshops each month including resources for students who qualify for AB 540, students of color, students with disabilities, first-generation college students, foster youth, women students, and lesbian, gay, bisexual, transgendered, queer, intersexed, and questioning students. (27)

The Director of the Cadena/Transfer Center currently chairs the campus Diversity Committee which is a subcommittee of PAC. Originally formed in 2001 as the Fullerton College Equity and Diversity Committee, the committee's name was changed to the Fullerton College Diversity Committee in 2009. The mission of the Diversity Committee is to plan and develop activities with the purpose of promoting harmony, equality, and unity through a greater understanding of diversity. The committee promotes and protects the interests and concerns of minority and underrepresented persons, including people designated as a protected class by the California Education Code. The committee actively promotes and advocates for a positive, supportive, and safe campus climate and advocates for and plans activities that promote student equity. To support its mission and purpose, the committee creates and recommends campus activities that educate, engage, and challenge students, faculty, staff, and administrators to celebrate and

26 Student Equity website

27 Cadena/Transfer Center website

acknowledge the importance of diversity within the campus and society. (28)

Diversity is celebrated on campus through the sponsorship and hosting of events, workshops, demonstrations, and speakers. Examples of such activities include the annual Dia de los Muertos community event on campus, the Festival of Diversity that is held each spring, the Mendez vs. Westminster play and video written and produced on campus, the Laramie Project: Ten Years Later, the Kwanzaa Celebration, the Tet Festival, Race in the Age of Obama with guest lecturer Tim Wise, and Effective Teachers of Urban Students: The Gangsta-Wanksta-Rida Paradigm by guest lecturer Dr. Jeffrey Duncan-Andrade. (29)

Self Evaluation

Understanding equity and diversity is a core value of the college. The college has a notable collection of practices, programs, and initiatives to celebrate diversity in the classroom and in the community.

The Campus Diversity Committee, the Cadena/Transfer Center, and the Student Equity Plan are central to the promotion of diversity and to the enhancement of programs and services for students from diverse backgrounds. Additionally, as indicated by the responses to the Community College Survey of Student Engagement (CCSSE) and the 2009 Campus Climate Survey, responsibility for understanding equity and diversity is shared by the college as a whole. Responses to the Campus Climate Survey indicate that more than 80% of respondents were satisfied with the diversity of employees at Fullerton College. (30)

Planning

None

28 Campus Diversity Committee description
29 FC 2009 Annual Report
30 2009 Campus Climate Survey results

III.A.4.b. *The institution regularly assesses that its record on employment equity and diversity is consistent with its mission.*

Descriptive Summary

The District Office of Human Resources and the Office of Equity and Diversity monitor hiring processes and other personnel procedures to ensure consistent and equitable application. Managers and other personnel are provided with appropriate training regarding equal opportunity employment and the district's commitment to diversity. The demographics of the district's workforce is reviewed and reported to the state Chancellor's Office annually. (31) (32)

Self Evaluation

The District Human Resources Office regularly assesses recruitment and employment data to evaluate employee diversity in accordance with the mission of Fullerton College.

Planning

None

III.A.4.c. *The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.*

Descriptive Summary

The district's commitment to equal opportunity and integrity in the treatment of personnel is evident in board policies and procedures. Definitions and complaint procedures for discrimination and sexual harassment are contained in these policies. Faculty, staff, and management contracts provide for equal and equitable treatment of members, as well as grievance procedures for possible violations of such rights. (33)

At Fullerton College, the Vice President of Student Services is the designated individual to address student complaints or grievances. Perceived violations based on a protected class such as gender

31 NOCCCD Equity and Diversity website
32 NOCCCD Human Resources website
33 NOCCCD Policies and Procedures

or disability are directed to the District Director of Equity and Diversity for resolution.

The NOCCCD and Fullerton College performance review processes, training programs, collective bargaining agreements, hiring processes, and other programs reflect a commitment to core values of respect and equity.

Self Evaluation

The college and the district demonstrate integrity in the equitable treatment of students and staff. Both the college and the district adhere to policies demonstrating their commitment to fair treatment of students and staff.

Complaint procedures and contact information are described in board policies, bargaining unit contracts, and in the college catalog. (34) (35) (36)

Planning

None

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.*

Descriptive Summary

Fullerton College offers professional development activities consistent with the college's mission and core values, including activities that support equity and diversity, distance education, basic skills instruction, special assistance for students with disabilities, and disciplinary relevant conferences. (37)

The NOCCCD also provides opportunities for professional development. The district sponsors a Strategic Conversation each year to discuss topics of interest. Faculty, staff members, management personnel, students, community members, and Board of Trustees members participate in facilitated

discussions aimed at a particular aspect of student success. (38)(39)

Self Evaluation

Professional development opportunities are plentiful at Fullerton College. A variety of activities are offered to address a diversity of needs for ongoing improvement of the learning environment. Staff members are encouraged to communicate with the Staff Development Committee regarding department needs and ideas for specific workshops or events. (40)

Planning

None

III.A.5.a. *The institution plans professional development activities to meet the needs of its personnel.*

Descriptive Summary

As a subcommittee of PAC, the Staff Development Committee oversees professional development opportunities of the college and works collaboratively with faculty and administration to offer activities and workshops and to present speakers to meet the needs of faculty and other personnel. The Faculty Senate has a separate committee devoted solely to professional development activities for faculty members. (41)

The NOCCCD provides sabbatical opportunities for full-time tenured faculty to pursue either continuing education in a discipline in which the faculty member is currently performing service, or to pursue education in another discipline to gain knowledge and skills that will benefit the applicant and the district. Guidelines for sabbatical proposals, published in the Sabbatical Handbook, were developed as part of the collective bargaining agreement. The district's Professional Growth and Development Committee includes faculty representatives from Fullerton College, Cypress College, and the School of Continuing Education.

34 NOCCCD Policies and Procedures
35 College Catalog
36 NOCCCD Equity and Diversity website
37 Staff Development website

38 Summaries of Strategic Conversations
39 NOCCCD 2009 Annual Report
40 NOCCCD Policies and Procedures
41 Staff Development Committee description

This committee reviews proposals and makes recommendations to the Board of Trustees on the awarding of sabbaticals. Faculty may apply for a one-semester or two-semester sabbatical for educational advancement or travel or to conduct research. (42)

Self Evaluation

Typically, several faculty are awarded sabbaticals annually. Sabbatical topics range from textbook writing to research in nanotechnology. (43)

Planning

None

III.A.5.b. *With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

Descriptive Summary

Using end of semester surveys and evaluation forms, the college identifies teaching and learning needs of faculty and other personnel. Conferences, workshops, and events are discussed in Staff Development Committee meetings. After attending professional conferences, faculty members share what they learned with other FC faculty and staff through a program entitled "Lunchtime Luminaries." These casual events provide an excellent setting for sharing information in an informal, beneficial manner. (44)

The district also has a contract with ComPsych Resource Program that offers professional development programs for all categories of employees. Topics include stress management, leadership training, and recognizing people who may need assistance. At the end of each session there is an evaluation form completed by attendees and used by the presenters for future improvements.

Self Evaluation

Evaluation of professional development programs is a critical component of staff development at

42 Professional Growth and Development Committee description
43 Faculty textbook written on sabbatical
44 NOCCCD Policies and Procedures

Fullerton College. Workshop and seminar evaluation forms are regularly reviewed to assess the value of the activity and to inform planning for future activities.

Planning

None

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.*

Descriptive Summary

Program review and departmental planning is conducted annually by each division at the college. These planning documents point out the human resource needs of the program or department and are used to determine whether or not a vacant position will be filled. All vacancies at the college are reviewed by the President's Staff as well as the Budget Development Committee before review at the Chancellor's Staff meeting. (45)

Self Evaluation

By using program review and departmental planning to drive personnel requests, the college ensures that human resource decisions emanate from institutional needs and plans for improvement. California code dictates the number of faculty positions that will be filled each year. The current process of prioritizing faculty vacancies is well-established and transparent. Hiring of classified personnel is based on needs identified through program review and other mechanisms. Requests for positions are evaluated on the basis of their contribution to student success and college goals. Overall, college processes provide effective assessment of human resources and are integrated with institutional planning. (46)

Planning

None.

45 See Figure 1, p. 33
46 Professional Growth and Development Committee description.

Evidence for Standard IIIA (Footnote References)

1. NOCCCD Policies and Procedures website
<http://www.nocccd.edu/Policies/PoliciesAndProcedures.htm>
2. NOCCCD Policies and Procedures website
<http://www.nocccd.edu/Policies/PoliciesAndProcedures.htm>
3. NOCCCD Policies and Procedures website
<http://www.nocccd.edu/Policies/PoliciesAndProcedures.htm>
4. NOCCCD Human Resources website
<http://www.nocccd.edu/Departments/HR/HumanResources.htm>
5. NOCCCD Policies and Procedures website
<http://www.nocccd.edu/Policies/PoliciesAndProcedures.htm>
6. NOCCCD Human Resources website
<http://www.nocccd.edu/Departments/HR/HumanResources.htm>
7. Union Contracts website
<http://www.nocccd.edu/Departments/HR/UnionContracts.htm>
8. NOCCCD Policies and Procedures website
<http://www.nocccd.edu/Policies/PoliciesAndProcedures.htm>
9. 2009 Campus Climate Survey results
http://accreditation.fullcoll.edu/evidence/2009_campus_climate_survey_summary_results.pdf
10. United Faculty Contract
<http://www.nocccd.edu/Departments/ufcontract.pdf>
11. NOCCCD Policies and Procedures website
<http://www.nocccd.edu/Policies/PoliciesAndProcedures.htm>
12. United Faculty contract
<http://www.nocccd.edu/Departments/ufcontract.pdf>
13. Adjunct Faculty contract
<http://www.nocccd.edu/Departments/HR/documents/AdjunctFacultyUnitedAgreement2009-2012.pdf>
14. Staff development website
<http://staffdev.fullcoll.edu>
15. SLO website
<http://slo.fullcoll.edu>
16. United Faculty contract
<http://www.nocccd.edu/Departments/ufcontract.pdf>
17. Adjunct Faculty contract
<http://www.nocccd.edu/Departments/HR/documents/AdjunctFacultyUnitedAgreement2009-2012.pdf>
18. NOCCCD Policies and Procedures website
<http://www.nocccd.edu/Policies/PoliciesAndProcedures.htm>
19. Fullerton College 2010-2011 Catalog, p. 11
http://www.fullcoll.edu/docs/college_catalog/01-front-transferability.pdf
20. NOCCCD Human Resources website
<http://www.nocccd.edu/Departments/HR/HumanResources.htm>
21. Faculty Allocation Committee description
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Evidence for Standard IIIA (Footnote References) (cont'd)

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