

NWCCU Standard 2A&B Human Resources (draft: 02/20/2012, updated 03/01/2012, updated 04/11/2012)

Policies and Procedures

Human Resources

2.A.18 *The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students. Explain.*

Lane Community College (College) regularly maintains and publishes its human resources policies and procedures in the web-based College Online Policy and Procedure System (COPPS).

A procedure is in place for reviewing and revising COPPS policies and procedures to ensure that the information is current, consistent, fair, equitably applied and that all links and references are correct. This procedure is overseen by the senior administrator in charge of the policy domain each year (e.g., the chief human resources officer for human resources policies). Human resource policies and procedures are also subject to review via the College's governance system.

For example, review processes are ongoing for updates to the discrimination and harassment policies and complaint procedures. The review and update to the College's complaint procedures has been processed with both union leadership teams as well as reviewed through the College's governance system and executive leadership team. These procedural review processes are always focused on alignment with the college's vision, mission, core values and strategic directions.

Evidence and URLs:

<http://www.lanecc.edu/cops/>

<http://www.lanecc.edu/research/planning/StrategicDirections.htm>

2.A.19 *Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination. Explain.*

Lane Community College employees are advised of their conditions of employment, work assignments, as well as rights and responsibilities during a new

employee orientation for every new employee hired into a budgeted assignment (.50 FTE or greater) with the college. The new employee orientation is conducted by the Human Resource Department at the very start of each new employee's assignment with the college. A standard and comprehensive new employee orientation checklist is used by the Human Resource Department to assure that all aspects of the orientation are covered in detail. Orientation discussions with each new employee always include the college's mission, vision, core values, and strategic directions.

The conditions of employment, work assignments, rights and responsibilities, evaluation procedures and criteria, as well as specific policies and procedures related to employment at the college (examples: complaint procedures, employee assistance resources, etc.), are also covered in detail in the orientation packet of materials that each new employee is provided during the orientation process. Job descriptions are provided to all new employees at the start of employment.

Full-time faculty all go through a new employee orientation and are provided with a personnel action form (PAF) as well as a copy of the faculty union contract that outlines conditions of employment. Part-time faculty are provided with a part-time statement of appointment (PTSOA) each academic term that outlines their specific teaching responsibilities on a term-by-term basis, and part-time faculty are also provided a copy of the faculty union contract that outlines their conditions of employment. All faculty members are also provided access to the Faculty Evaluation Handbook which describes Lane's developmental and corrective evaluation processes. The steps, procedures and criteria concerning evaluation of full-time and part-time faculty, as well as the steps that precede discipline or termination, are also outlined in the faculty collective bargaining agreement.

Classified employees and College managers are also provided copies of their respective position descriptions upon initiation of employment. In addition, new classified employees receive a copy of the classified union contract which outlines conditions of employment as well as rights and responsibilities. New managers are provided a copy of the management working conditions agreement which outlines the conditions of employment as well as rights and responsibilities for managers. Evaluation criteria and evaluation forms for all classified and management employees are readily available on the Human Resource Department web pages via the "forms" link. Personnel action forms (PAFs) for each new faculty, classified and management employee in a budgeted .50 – 1.0 FTE assignment document the start of employment, accrual of seniority, probationary period, promotions and all

disciplinary or termination actions. Copies of the PAFs are also available for employees to review and retain for their own employment records.

Evidence and URL's: <http://www.lanecc.edu/cops/peval.htm> ,

<http://www.lanecc.edu/cops/stdeval.htm> ,

<http://www.lanecc.edu/hr/documents/FacEVal1011.pdf> ,

<http://www.lanecc.edu/hr/forms.htm>

2.A.20 *The institution ensures the security and appropriate confidentiality of human resources records. Explain.*

The Lane Community College Human Resources Department ensures the security and appropriate confidentiality of human resources records by housing records in secured files in the Human Resources Department. All human resource records and files are kept in locked file cabinets in the Human Resource Department with direct access restricted to human resource personnel. Electronic human resource records are protected by secured and restricted access that is controlled by the human resource data custodian. Should a non-human resource manager or administrator desire access to a subordinate's file, or an employee desire access to his or her own official human resource file, human resources staff require a written request from the person seeking access to records. The requestor is expected to initially review the file in the Human Resource Department office, subject to supervision of human resources staff. Employees also have the right under COPPS procedures and Oregon State law to request and receive a printed copy of their human resource records. Requests for printed copies of such records must be submitted to the Human Resource Department in the form of a written and signed request for a copy of the employee's human resource records.

The Human Resource Department maintains rigorous protocols concerning the appropriate and confidential separation of various human resource records. For example, all confidential medical and leave of absence documentation on employees is maintained in secured file cabinets, or in secured electronic files, that are separate from an employee's official personnel file.

The Human Resource Department and human resources staff are fully committed to the integrity, confidentiality and security of human resources records. Signs posted at the entrance to the Human Resource Department read: "STOP! Confidentiality Matters. Please check-in at the front desk *before* proceeding into the HR work area. ... HR staff appreciate your commitment to preserve the confidentiality of all employee information and records." The Human Resource Department also has exclusive access and scheduling rights to a private conference

room for meetings and confidential discussions with employees and among HR team members. Meetings with employees, managers and union representatives concerning human resource records and personnel matters are always conducted in a private and confidential manner.

Evidence and URLs:

<http://www.lanecc.edu/cops/recmgmt.htm> Archives

<http://www.lanecc.edu/cops/rights.htm> Student

<http://www.lanecc.edu/cops/itglba.htm> IT

http://www.lanecc.edu/cops/FERPA_updates.doc FERPA

<http://www.lanecc.edu/cops/hirelnks.htm> Hiring links

2.B – Human Resources

2.B.1 *The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.*

Lane Community College has been challenged to maintain and increase staffing during the recession that started in 2008. Student enrollment has increased by over 40% during the four academic years between 2008/2009 and 2011/2012. However, funding for community colleges from the State of Oregon has declined by <21%> during the same period. This has created challenges regarding adequate staffing at all levels of the institution as reflected in the following data.

	2007/2008	2008/2009	2009/2010	2010/2011
Contracted Faculty	244	231	241	250
Part-time Faculty	271	324	387	394
Classified Staff (>.50)	400	388	416	416
Classified Staff (<.50)	259	278	310	348
Managers	66	58	62	67
Credit Student FTE	9089.4	10,619.9	12,728.2	13,302.9

During these same four academic years, the College has worked with the faculty union to increase instructional capacity by achieving temporary agreements to allow current full-time faculty and part-time faculty to teach and be compensated for additional courses above their respective standard workload assignments. Based upon the agreements with the faculty union, many full-time faculty and part-time faculty have accepted additional workload assignments and faculty may also decline the additional workload assignments.

Concerning criteria, qualifications and procedures for selection of personnel, the Lane Community College Human Resource Department contributes to full compliance with this standard by providing full-cycle recruiting support for all college vacancies. A human resource recruitment analyst is assigned to support recruiting qualified candidates for each budgeted vacancy (.50 – 1.0 FTE). In collaboration with the Office of Academic and Student Affairs, as well as the responsible instructional Dean, the HR analyst maintains rigorous compliance with all established minimum course certification criteria for all full-time and part-time faculty assignments, as well as maintaining compliance with all minimum education and experience qualifications for all faculty, management and staff assignments.

Lane Community College recruits candidates to apply for available vacancies from broad recruitment areas. All recruiting searches for faculty and management or administrative vacancies are conducted nation-wide, and all recruiting searches for classified/staff vacancies are conducted and promoted on a broad regional basis. The criteria and qualifications for vacancies are published in the written notice of vacancy for each assignment. All recruitment processes and search committees are facilitated by a trained recruitment analyst from the Human Resource Department. The human resource recruitment analyst assures that the procedures and assessments for selection of personnel are finalized by members of recruitment committees in advance of the disclosure of applicants for each respective vacancy. All recruitment processes are monitored from the start to the finish of the recruitment process by the responsible HR recruitment analyst.

The Lane Community College President retains the final signing authority for all budgeted assignments (.50 – 1.0 FTE). Employment recommendations are forwarded to the Office of the President including a comprehensive record of each search process and thorough reference checking documentation on the top recommended candidate(s). Official offers of employment are authorized only after the College President has signed each employment recommendation.

The notice of vacancy position description for each assignment at Lane Community College factually describes the essential duties, job responsibilities, supervisory relationships, decision-making authority and required knowledge, skills and abilities for each vacant budgeted assignment. The notice of vacancy position descriptions are always checked by the responsible human resource recruitment analyst for consistency and alignment with minimum course certification criteria (faculty assignments), as well as the job classification minimum qualifications for education and experience (staff and management assignments).

Evidence and URLs: <http://www.jobs.lanecc.edu/>

Lane Employment Online (LEO) “Employment Opportunities” website

<http://www.lanecc.edu/hr/classifications/index.htm>

Classification descriptions for staff vacancies.

<http://www.lanecc.edu/cops/instappc.htm>

<http://www.lanecc.edu/cops/instcert.htm>

Minimum certifications for faculty assignments instructor qualifications.

2.B.2 *Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.*

The evaluation cycle for all administrators/managers requires that a comprehensive evaluation must be completed at least once every two fiscal years for managers/administrators who have completed their probationary service period. All managers must meet satisfactory performance standards during a one-year probationary trial service period which covers the first 12 months of employment, and a comprehensive evaluation is required during the first year of employment for all Lane managers. It is recommended that College staff (classified assignments) receive a formal evaluation on an annual basis. All classified staff must also meet satisfactory performance standards during a six-month probationary trial service period.

The evaluation criteria and instruments for all administrators, managers and staff were updated by the College in 2008. The assessment criteria, performance standards and evaluation forms for all management and classified performance evaluations are available on the Human Resource Department web pages.

Direct report and peer evaluations are available annually for all faculty and staff to complete via a confidential online survey for the College managers/administrators to whom they report. These direct report and peer evaluations are provided to the

evaluating administrators for use and inclusion in both informal and formal management evaluation assessments.

Evidence and URLs: <http://lanecc.edu/hr/forms.htm>

See article 11.10. of the Lane Community College Education Federation contract

See article 5.2 of Management Working Conditions Agreement

2.B.3 *The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties and responsibilities.*

All Lane Community College faculty have an opportunity to participate in the Faculty Professional Development (FPD) program. The College annually contributes 2.35% of budgeted contracted (full-time) faculty salaries to fund the FPD program. The FPD program supports funding opportunities for both faculty short-term leaves (examples: to attend workshops and conferences), as well as for faculty long-term leaves (examples: one and two-term sabbatical opportunities). Part-time faculty are also funded by the College for twenty-four (24) hours annually of paid in-service time which may be used for a variety of professional development purposes including but not limited to collaboration with full-time colleagues from their respective instructional disciplines, curriculum development work within their disciplines, and attendance at College or FPD-hosted professional development workshops and in-service sessions.

The College dedicates a minimum of \$25,000 annually for classified employee professional development activities. The Classified Professional Development Team (CPDT), comprised of experienced classified staff, guide and direct the administration and distribution of the classified professional development funds. Lane managers and administrators are annually supported by a contribution of \$40,000 from the College for management professional development. A Management Professional Development Committee oversees and administers the distribution of funds to Lane managers for workshops and conferences as well as for continuing professional education.

The responsible manager or administrator for each College division, department or program may use available resources in their materials and supplies budget to fund professional development. The College Human Resource Department also provides referrals to training resources as well as personal and professional development activities through an Employee Assistance Plan.

In addition to the above resources, Lane Community College annually provides general fund support for professional and organizational development. These professional and organizational development resources support a wide variety of institutional training initiatives including all-employee in-service programs at multiple times during each academic year, diversity and cultural competency trainings, and division/department specific assessments and training opportunities.

Evidence and URLs: Faculty Professional Development:

<http://www.lanecc.edu/fpd/>

Management Professional Development:

[Advanced Study Funding Request.doc](#)

[Conference Workshop Short-Term Development Application.doc](#)

Classified Professional Development Team:

<http://www.lanecc.edu/cpdt>

Professional and Organizational Development:

<http://www.lanecc.edu/pod/fundingresources.html>

2.B.4 *Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.*

The College's capacity to employ faculty in sufficient numbers has been severely constrained by diminishing public resources because of the recession between 2008 and 2011. That noted, agreements with the faculty union to allow all faculty to teach additional courses beyond the standard full-time and part-time workload assignments have been helpful in maintaining and increasing instructional capacity. The College has thus been able to offer more sections in numerous programs to meet increased student demand because of the substantial enrollment increases during the past four academic years.

Allowing existing qualified and experienced faculty to teach additional sections has also helped to assure the integrity and continuity of Lane's academic programs. Careful planning and monitoring of instructional capacity has allowed the College to maintain a commitment to its mission in all four core theme areas while maintaining all existing instructional programs. The College has also created new programs and enhanced instructional capacity in selective programs during the past four academic years where new programs or program growth makes the most

strategic sense. For example, an initiative by the College President and College Board of Education executed through the Lane Community College Foundation resulted in successful fund-raising for a new Health & Wellness Building to house the College's growing Health Professions programs. A new Physical Therapy Assistant program has been approved and implemented. In addition, instructional capacity for the Registered Nurse program has been expanded in order to educate and graduate more RN students for this high demand profession.

The table below documents faculty headcount growth and faculty FTE increases during the past four academic years.

	2007/2008	2008/2009	2009/2010	2010/2011
Full-time Faculty	244	231	244	250
Part-time Faculty	271	324	387	394
Total Faculty FTE	377.64	395.72	425.02	456.35

Lane Community College administrators and instructional Deans partner with faculty union leadership to assure that each faculty assignment, both full-time and part-time, is filled by a fully qualified and properly credentialed professional educator. The Office of Academic and Student Affairs, along with the instructional Deans, work closely with faculty bargaining unit (faculty union) leadership and the Human Resource Department during each academic cycle to define and implement an orderly process for the recruitment and appointment of appropriately qualified faculty nation-wide for each posted full-time faculty vacancy. Policies and procedures for this process are published and made available to faculty on COPPS.

The recruitment process for faculty vacancies that is followed by the Office of Academic and Student Affairs, the instructional Deans and the Human Resource Department assures that each faculty recruitment committee includes substantial participation from full-time faculty in the respective instructional disciplines and divisions. Administrators and faculty collaborate to support assurances that only qualified professionals emerge as the top recommended candidates in each full-time faculty vacancy search. The responsible instructional Dean and the HR recruitment analyst assigned to facilitate each faculty search carefully check to be certain the notices of vacancy accurately capture faculty educational requirements for all course and program certifications, as well as documenting appropriate

minimum requirements for educational preparation and prior teaching experience. Official transcripts are required and professional references are carefully checked before the employment recommendations for full-time faculty vacancies are forwarded to the Office of Academic and Student Affairs and the Office of the President for signatures.

Consistent with Lane Community College's core themes and "collaboration & partnership" core value, the Executive Dean(s) and responsible instruction dean(s) oversee each faculty recruitment process, in collaboration with faculty from the respective discipline(s) or program(s) for which the vacancy is posted. The instructional deans and the faculty led recruitment committees carefully assess program and instructional needs to be certain there is strong alignment with the College's mission, core themes, strategic directions and educational objectives. For example, in order to assure alignment with the core value of diversity, the College maintains a robust commitment to taking affirmative actions to remedy minority or female underutilization in the faculty job groups identified under the current Affirmative Action Plan. This commitment has resulted in making incremental progress toward the fulfillment of both full-time and part-time faculty Affirmative Action placement goals during the past three academic years. This progress is reflected in a reduction from 27 placement goals in 2008 to 23 placement goals in the 2011 Affirmative Action Plan.

In terms of numbers of qualified faculty, Lane Community College has increased employment of faculty during the past four academic years from a total faculty FTE of 377.64 in 2008/2009, to a total faculty FTE of 456.35 in 2010/2011. Lane Community College has not eliminated instructional programs or involuntarily reduced faculty head count during the past four academic years.

Evidence and URLs: Core themes and strategic directions:

<http://www.lanecc.edu/studentsuccess/StrategicDirections/indexText.html>

<http://www.lanecc.edu/>

Charter membership in the Oregon Higher Education Recruitment Consortium

2.B.5 *Faculty responsibilities and workloads are commensurate with the institutions expectations for teaching, service, scholarship, research and/or artistic creation.*

Lane Community College full-time and part-time faculty workloads are assigned consistent with workload standards outlined in the faculty collective bargaining agreement, relevant memorandums of agreement, and COPPS guidelines for faculty workload. Standard workload assignments provide faculty with

discretionary time for important non-teaching work and related service to the College and community, individual scholarship and research, as well as innovation and artistic creation. Lane Community College faculty members are actively involved on College governance committees as well as being engaged in important institutional initiatives linked to quality of instruction and student retention, success and program completion. Lane Community College faculty also provide exemplary leadership in the areas of innovation and quality of instruction; examples include the annual faculty recognition awards and the faculty representative and liaison for the Community College League for Innovation.

Standard faculty workload assignments also include expectations and provide time for student contact and engagement. Both full-time and part-time faculty must maintain routine office hours related to their instructional assignments. The workload assignments and responsibilities for many faculty members also include support for students in planned activities and cooperative education learning opportunities outside of the traditional classroom settings.

Evidence and URLs:

<http://www.lanecc.edu/cops/workload.htm>

See article 35 of Lane Community College Education Association contract

2.B.6 *All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty members roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.*

The Office of Academic and Student Affairs Executive Deans provide oversight and guidance to all instructional deans to assure that full compliance is maintained concerning the faculty evaluation guidelines outlined in the faculty collective bargaining agreement (article 13) and the Faculty Evaluation Handbook. The developmental evaluation guidelines in the faculty union contract outline a collegial process by which the periodic evaluations are to be conducted and completed. All full-time faculty are required to complete the developmental evaluation process at least once every five academic years. In addition, the first three years of employment for full-time faculty are considered “probationary”

and a developmental evaluation must be completed during each of the first three years of employment. A developmental evaluation must also be completed during each of the first three academic years for all part-time faculty. Once part-time faculty establish “seniority” as outlined in article 34 of the LCCEA contract, a developmental evaluation must be completed a minimum of once every five years for part-time faculty who maintain ongoing employment with the College.

Instructional deans are expected to follow the timelines outlined in the faculty collective bargaining agreement (see article 13) and the Faculty Evaluation Handbook, as well as use the standard forms in completing all developmental evaluations. The developmental evaluation process requires that evaluating instructional deans rely upon multiple indices of effectiveness in completing the evaluations for full-time and part-time faculty. The multiple indices include, but are not limited to, administrative observations of teaching, student evaluations, self-evaluations, peer evaluation input, scholarly performance and/or research, and service to the College and community. Additional indices of performance may be added by mutual agreement between the evaluating instructional dean and the faculty member. Both the Office of Academic and Student Affairs, as well as the Human Resource Department, provide documentation and support for the instructional deans to assure that all full-time and part-time faculty are evaluated in a timely manner consistent with the requirements outlined in the faculty collective bargaining agreement and the Faculty Evaluation Handbook.

Where needs for improvement are identified there are “corrective evaluation” processes outlined for both full-time and part-time faculty. These corrective evaluation processes for faculty are maintained and followed entirely separate from the development evaluation processes outlined above. The corrective evaluation process for full-time faculty is outlined in article 37 of the faculty collective bargaining agreement. A “corrective opportunity” process for part-time faculty is outlined in article 34.5.6.2 of the faculty contract. Both the developmental and the corrective evaluation opportunities also provide for substantial input from faculty colleagues in addition to administrative observations and the use of multiple indices to assess faculty performance.

Evidence and URLs: <http://www.lanecc.edu/hr/forms.htm> , FacEVal1112.doc

See also articles 13, 27 and 34.5.6.2 of faculty collective bargaining agreement