

## 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.*

**III.A.1** *The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.*

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

*accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

### **Descriptive Summary**

During the Spring 2005 semester, there were 298 full-time faculty members, 256 classified professionals, and 31 administrators employed at Fresno City College. All employees meet the minimum qualifications for the positions they hold. All faculty meet the minimum qualifications for their disciplines as published by the Human Resources Division of California Community Colleges Chancellor's Office in "Minimum Qualifications for Faculty and Administrators in California Community Colleges" (III.A.1). Classified professionals meet the minimum education and experience criteria for their positions as established and approved by the personnel commission and the board of trustees and identified in the description for each classification (III.A.2).

The hiring of all full-time staff is coordinated by the district office of human resources. The procedure for the hiring of faculty is outlined in Administrative Regulation 4100, Procedures for Recruitment and Employment of College Faculty (III.A.3). The procedures specifically address position identification/approval, job descriptions, search procedures, applicant screening, and selection and interview processes and criteria. The majority of all faculty selection committees is composed of discipline faculty. They have a central role in the selection process by providing input for the updating of job announcements in their discipline, developing screening criteria and interview questions, and recommending finalists to the college president.

Degrees held by faculty and administrators are from accredited institutions and are listed in the college catalog (IIIA.4). Applicants with degrees from non-U.S. institutions are referred to an evaluation service to establish equivalency with minimum qualifications.

The procedure for hiring part-time faculty is outlined in the Procedures for Recruitment and Employment of Part-Time Faculty (IIIA.5). The hiring of part-time faculty is coordinated by the different divisions of the college.

State Center Community College District (SCCCD) is a merit district, and as such, the rules for application, examination, and selection of classified professionals are established pursuant to Education Code 88080 and 88081 and other provisions of the Merit System Act found in Education Code 88060-88139. The hiring of classified professionals is coordinated by the director of classified personnel and overseen by the personnel commission, which is composed of a representative from California School Employees Association (CSEA), SCCC, and an at-large neutral commissioner.

The hiring of administrators is coordinated by the district office of human resources. There is significant input from the college community in the development of the job announcement for the position, including desired qualifications, selection criteria, and duties and responsibilities. Selection committees are representative of the constituent groups that report to the position.

The personnel commission office coordinates the hiring of classified administrators. The classification specifications for each position are determined by the board of trustees and

the personnel commission. The college provides input on the position announcement, advertising plan, written test questions, and questions for the oral panel, which includes representatives from the campus, district, and outside agencies, depending on the position.

### **Assessment**

The procedures for hiring faculty work well. All screening committees receive in-service training, and the Procedures for Recruitment and Employment of College Faculty are reviewed prior to beginning the screening process.

A director of classified personnel was hired in June 2000. Since then, the college no longer hires hourly classified professionals staff. The process for hiring classified professionals takes an inordinate amount of time. In some cases, approved and budgeted positions have taken as long as a year to fill. There have also been inconsistencies in the development of employee eligibility lists for classified positions. An additional barrier has been unilateral decisions made by the previous director of classified personnel as to position classifications and qualifications even after they have been reviewed and recommended by the college.

The director of classified personnel position is now vacant, and the duties of the director have been assigned to the district office of human resources until the position is filled. Because of the large number of unfilled positions, the college was asked to prioritize positions that are currently vacant; recruitment for those positions has begun. It is expected that these vacant positions will be filled in a timely manner.

Although there is participation from constituent groups in the development of job announcements and in the composition of selection committees for administrative positions, there is no clearly delineated process that outlines the hiring procedures for administrators. An Administrative Recruitment and Hiring Procedures (IIIA.6) document exists; however, it is not widely disseminated, nor does it appear as part of board policies or administrative regulations.

***IIIA.1b 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**

The evaluation process for all employee groups is designed to measure the effectiveness of employees as well as to encourage and promote professional development and improvement.

The district has processes and procedures in place for the evaluation of all full-time employees. The evaluation process for contract and regular faculty is outlined in the faculty contract (IIIA.7). Contract faculty are evaluated every fall during their first four years of employment. The evaluation committee consists of two tenured peer evaluators and the immediate supervisor and includes classroom

visitations and observations, student input, and peer and supervisor evaluations. Regular faculty are evaluated every three years. The process includes classroom visitations and observations, student input, and peer and supervisor evaluations.

Part-time faculty are evaluated according to the process outlined in their part-time faculty bargaining unit contract (IIIA.8). They are evaluated during their first semester of service and once during their second or third semester of service. Thereafter, they are evaluated once every three years.

The evaluation process for classified professionals is outlined in Article 29 of the CSEA contract (IIIA.9). Probationary classified professionals are evaluated at the end of their second and fifth months of service. Regular permanent classified professionals are evaluated at least once a year.

The evaluation of academic managers is outlined in Board Policy 4315(a) (IIIA.10). It states that after completion of their first year, academic managers are evaluated at least once a year during their second and third years. Thereafter, academic managers are evaluated no less than every two years. The performance evaluation is based on the job description of the position held and completed by the immediate supervisor with review by the next higher level of administration.

The evaluation of classified managers is outlined in Board Policy 4315.3 (IIIA.11). Classified managers are evaluated during the third, eighth, and eleventh months of the one year probationary period and once a year for the following three years. Thereafter, evaluations are conducted no less than every two years.

In Fall 2004, the office of instruction coordinated a workshop for all new contract faculty, their peer evaluators, and a union representative to review the evaluation process (IIIA.12). The workshop will be held every fall to provide this information to all newly hired faculty.

The district office of human resources has also conducted several workshops for district managers to review the CSEA contract, full-time and part-time contracts, and the evaluation process for all classified professionals (IIIA.13).

### **Assessment**

Results of a faculty and staff survey indicate that 54.8 percent of the faculty either agreed or strongly agreed that evaluations were formal, timely, and documented; 33.4 percent either had no opinion, did not know, or did not answer; and 11.8 percent either disagreed or strongly disagreed.

Of the classified professionals who completed the survey, only 27.2 percent agreed or strongly agreed that evaluations were formal, timely, and documented; 51.7 percent either had no opinion, did not know, or did not provide an answer; and 21.1 percent either disagreed or strongly disagreed.

Only 17.1 percent of the managers felt that evaluations were formal, timely, and documented; 58.8 percent either had no opinion, did not know, or did not provide an answer; and 24.1 percent either disagreed or strongly disagreed.

The results of the survey are problematic in that on average 47.9 percent of full-time employees had no opinion, did not know, or did not provide a response to the survey item on evaluation. The results of this section of

the survey will be analyzed to determine why such a large percentage felt that they did not know or could not offer an opinion. It also appears that the evaluation of managers is not taking place on a regular basis. Steps have already been taken to ensure that the evaluation of managers takes place as specified in board policy.

*IIIA.1c 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 evaluation process for faculty includes a review of course syllabi, grade distribution, retention rates, and success rates. Students complete an instructor evaluation that includes questions regarding how well the instructor has met their expectations.

The effectiveness of tutors in meeting student expectations are also evaluated by both students and the coordinator of tutorial services.

### **Assessment**

The process and criteria for evaluation are negotiated between the district and the union. The effectiveness of faculty in producing stated learning outcomes is not currently part of the evaluation process.

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

### **Descriptive Summary**

The board of trustees has a written Board Ethics Statement in Board Policy 9019 (IIIA.14). Faculty adhere to ethical standards

in accordance with American Association of University Professors (AAUP) ethical standards statement as outlined in the AFT contract (IIIA.7). The district does not have a written code of professional ethics for classified professionals; however, the CSEA contract does outline personal conduct that would be cause for disciplinary action (IIIA.9). Code of ethics for administration is referenced in Board Policy 2000 and Board Policy 2200 (IIIA.15).

### Assessment

There are written codes of professional ethics for all employee groups except classified professionals. However, they are not regularly publicized or widely disseminated. The code of professional ethics for administration found in board policy is dated and needs to be updated.

**IIIA.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

Fresno City College has evidence that it maintains a sufficient number of qualified faculty, staff, and administrators who have the appropriate preparation and experience to support the college mission. Table A compares Fresno City College with other colleges of similar enrollments that are likewise part of multi-college districts. These data indicate that Fresno City College has comparable numbers of faculty, staff, and administrators.

**Table A: Classified Professional Hires**

College	District	Enrollment*	Faculty**	Administrators**	Classified**
Fresno City College***	State Center	22,438	298	28	264
Sacramento City College	Los Rios	22,000	302	27	265
Diablo Valley College	Contra Costa	21,690	279	43	194
Saddleback College	North Orange County	21,300	216	28	264
Fullerton College	North Orange County	21,038	322	34	274
Mean of comparable colleges			280	33	249
*2003 Community College Directory; ** 2002 California Community Colleges Chancellor's Office Employee Category Headcount Distribution; *** Fall 2004 District Numbers.					

All Fresno City College faculty meet the minimum qualifications set by the state or through the equivalency process established and maintained by the Fresno City College academic senate. At Fresno City College, 13 percent of the faculty hold a doctorate, 80 percent hold master's degrees, and the remaining 7 percent hold bachelor's degrees. It should be noted that numerous faculty hold multiple masters and that even in those disciplines where a master's degree is not required, nearly half of the full-time faculty have an advanced degree. For example, in the applied technology division, 47 percent of the full-time faculty have a master's degree.

The district continues to meet its full-time faculty obligation. Fresno City College is in the process of hiring 30 full-time tenure track faculty members. Of these, 16 are replacements for previously unfilled positions and 14 are replacements for faculty who retired at the end of the 2004-2005 academic year. The college is not, however, simply replacing instructors in the same discipline where the vacancies exist. Rather, faculty and administration looked at FTES and program needs to hire some faculty in different disciplines than those vacated.

Regarding administration, the college currently employs 31 administrators. Of these, one-quarter hold doctorates and 57 percent hold a master's degree. The president of the college has over 34 years of community college administrative experience. The administration averages 8.35 years of service to Fresno City College and 12.35 years as managers at institutions of higher education.

There have been changes in the administrative organizational structure of the college. During the 2002-2003 academic year, the board of trustees approved the college president's recommendation for the creation of an additional instructional division, the fine, performing, and communication arts division. This new division includes art, dance, film, journalism, music, speech, and theatre arts, which had been part of the humanities division. With the resignation of the associate dean of instruction, learning resources in July 2004, the college began discussions on restructuring that position. The recommendation to the college president from the different constituent groups was to create a new director of technology position reporting to the college president to oversee all of the technology and media resources. The associate dean of instruction, learning resources position has been changed to associate dean of instruction for library and student learning support services. The college president's recommendation was approved by the board of trustees in May 2005. The college will be recruiting for both positions in Fall 2005.

Administrators at all levels of the college are required to attend regularly scheduled training sessions by the district office of human resources that keep them up to date on various personnel issues, legal issues, the new bargaining agreements, sexual harassment, discrimination, employment practices, and evaluation of employees. Most managers are members of professional organizations that help to keep them current in their fields and/or positions.

Finally, Fresno City College has sufficient classified professionals to support the mission of the college. As Table A indicates, Fresno City College employs more classified professionals than the average of comparable colleges. State Center Community College District is a Merit District; therefore, the rules for application, examination, and selection of classified professionals are those found in the Education Code.

### **Assessment**

Fresno City College maintains a sufficient number of qualified faculty, staff, and administrators who have the appropriate preparation and experience to support the mission of the college. The only major problem is that the hiring plan for classified professionals has not been fully implemented, leaving a gap in some service areas.

*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.*

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

### **Descriptive Summary**

The SCCC board of trustees has the ultimate responsibility for developing and establishing written personnel policies and procedures that are equitably and consistently administered and ensure fairness in all employment procedures. The college's input in developing policies and administrative regulations is through the college president, who serves on the chancellor's cabinet, and through the academic senate and faculty as mandated by AB 1725. These policies are in accordance

with Title 5 of the California Education Code and other applicable laws. The district publishes and distributes copies of the faculty and classified contracts to all unit members. The Board Policy Manual and Administrative Regulations are located in all administrative offices and the library. Board policies and administrative regulations are also available via the district web site.

The college maintains and follows SCCC policies regarding employment procedures. Furthermore, the college adheres to the district's policy on nondiscrimination (III.A.16), which is consistent with the federal and state mandates and guidelines on equal employment opportunity. Personnel procedures are outlined in the appropriate bargaining agreements for each bargaining unit. Each respective administrator, dean, and supervisor, academic or classified, is responsible for knowing and adhering to personnel policies as they relate to hiring, evaluation, tenure, promotion, and dismissal.

All bargaining units consistently monitor and intervene in cases where the institution may be violating fair labor practices and/or the negotiated contract. A complaint procedure is outlined in Board Policy 4035 for those employees who are not part of a bargaining unit (III.A.17).

### **Assessment**

The management team of Fresno City College attends mandatory workshops on personnel policies and procedures sponsored by the district office of human resources to ensure that they are administered equitably and consistently by all managers.

*IIIA.3b 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**

The official personnel records of all full-time academic staff are housed in the office of the president. Part-time academic files are housed in the division offices. These files contain official evaluations, job performance-related data, directives, and any other personal communications. The district office of human resources houses initial employment records, salary schedule and advancement information, and other documentation originating at the district.

The district office of human resources houses all official personnel records for full-time and part-time classified professionals and academic and classified management. These files contain initial employment records, job performance evaluations, and any written communication.

In accordance with their respective contracts, faculty and classified professionals have the right to examine their individual personnel file at any time mutually convenient to the employee and the district. The unit member may be accompanied by a union representative, if desired, or a union representative may inspect such materials individually with the written consent of the employee. Unit members may request pertinent information or material that bears upon their position be added to their file. They may also request copies of any material from their file.

### **Assessment**

There is no evidence to suggest that all official personnel files are not kept secure and confidential or that employees have not had access to their personnel records in accordance with applicable laws. In fact, in order to ensure that all supervisors understand the nature of personnel files, the information that may or may not be placed in personnel files, the procedure for placing information in personnel files, and employee rights regarding their individual personnel files, the district office of human resources has conducted training sessions for all managers in the district.

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

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

*IIIA.4b The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

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

### **Descriptive Summary**

The college maintains and follows all SCCCD policies regarding equity and diversity. Board Policy 4036 on nondiscrimination states that the district “is committed to the protection of all members of the college community from violation and discrimination on the basis of sex, ancestry, age (over 40), marital status, race, religious creed, mental disability, medical condition, denial of family care leave,

color, national origin, physical disability or sexual orientation” and has developed policies and procedures which provide for prompt and fair investigation of any allegation of discrimination (IIIA.18).

Fresno City College subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students. It provides an environment within which organizations, such as the Latino Faculty and Staff Association, the African American Faculty and Staff Association, Club Azteca, and the Hmong Club, among many others, flourish. The college also celebrates Cinco de Mayo, Women’s History Month, Asian American Week, African American History Month, and many others to enhance the appreciation of the diverse cultures that make up Fresno City College. Some programs are intended to have a broad-based appeal and are nongroup specific. Examples of both

are “Debating the Race for the Presidency” with Kathleen Kennedy Townsend and Bay Buchanan in October 2004, Maya Angelou in Spring 2004, Jaime Escalante in Spring 2005, and Morgan Spurloch in Spring 2005 (IIIA.19,20).

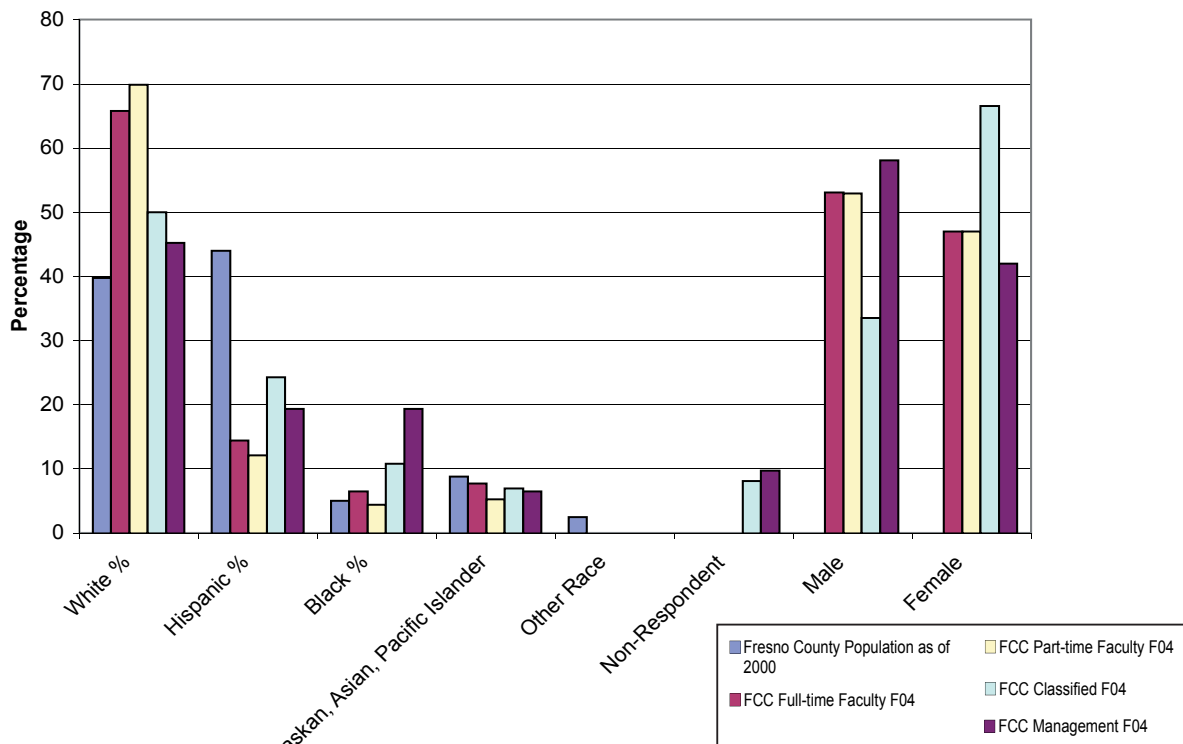
To ensure equal treatment of its staff, students, and the communities it serves, SCCCD and Fresno City College regularly offer training for its management staff on such topics as sexual harassment policy, nondiscrimination policy, investigating complaints, preventing sexual harassment, and access issues.

### Assessment

Policies and practices at Fresno City College support and celebrate equity and diversity in the workplace and academic environment.

Fresno City College does not formally assess its record of equity and diversity in employment. Chart A shows a comparison

**Chart A: Fresno County 2000 Population vs FCC Employee Population F04**



Source: 2000 Census and State Center Community College District Office of Human Resources

of the ethnic makeup of Fresno County for the year 2000 against the Fresno City College employee populations (full-time faculty, part-time faculty, classified, and management) for Fall 2004. Fresno City College has a higher percentage of whites than any Fresno County population category, a lower percentage of Hispanics, and a higher percentage of African Americans. Fresno City College also has a slightly lower percentage of American Indian, Alaskan, Asian, Pacific Islander, and Filipino populations than Fresno County.

Additionally, there are more male full-time faculty, part-time faculty, and management employees than female employees in those categories, and there are fewer male classified employees than female classified employees.

The Fresno City College Faculty and Staff Accreditation Survey indicates that staff agree they are treated equitably. Faculty agree they are relied on for recommendations about student learning programs and services. Faculty also agree that recommendations in curriculum implementation, including scheduling decisions, are given adequate weight by the administration. All survey participants believe the Fresno City College president encourages staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. Survey participants do not agree that classified professionals are given the opportunity to evaluate their immediate supervisor/administrator.

*IIIA.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.*

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

*IIIA.5b 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**

Fresno City College provides significant opportunities and avenues for professional development for all staff. The college's commitment to training of staff is evident through its dedication to travel or conference funding and the many organized training sessions offered to staff in the midst of challenging budgetary times.

The classified senate plans and organizes the fall staff development day for classified professionals each year and offers mini-training sessions on work-related topics. Classified professionals are encouraged to participate in all of the training sessions offered (IIIA.21).

Since its inception in 2000, the districtwide classified professionals committee sponsors regularly-scheduled technology training sessions, the Spring Mega-Conference, and Leadership State Center, a year-long professional development activity for classified professionals who have demonstrated leadership abilities and have

been nominated to participate. The goal of the program is to prepare each class for future leadership roles within the district and to familiarize the class with district policies and practices (IIIA.22).

The coordinator of academic computing develops a training schedule for the academic year and arranges one-on-one training for individuals who may have specific training needs (IIIA.23). The Summer Technology Institute, which began in 2001 and has been funded through TTIP and a Title V grant, has continued to grow in popularity with full-time and part-time faculty even though funding has been reduced. A significant portion of the core training is offered by Fresno City College faculty as well as industry leaders and professional trainers (IIIA.24).

There are two negotiated flex days for faculty (IIIA.7). For the fall flex day, faculty may attend campus and/or districtwide scheduled flex day activities, attend department scheduled activities, or select an individual flex day activity plan by completing the appropriate forms. For the spring flex day, faculty may schedule a flex day at a time other than the date at the beginning of the spring semester. Funding through the academic senate staff development committee is provided to support flex day activities.

As per the faculty contract, the district allocates a maximum of twelve sabbatical leaves per year (IIIA.7,25). Full-time faculty members are eligible to apply for a sabbatical leave upon satisfactory completion of six years of service in the district. The number of sabbatical leaves available for Fresno City College alternates between eight and nine.

The academic senate staff development committee manages the faculty staff development funds. Faculty may apply for travel/conference funds to attend meetings relevant to their discipline. Over the past two years, the committee has worked to streamline the process and ensure that it is equitable and consistent. This became especially pertinent when staff development funds were cut at the state level. The committee remains in communication with the faculty through annual reports to the academic senate executive committee, verbal reports at senate meetings, and through the campus email (IIIA.26).

### **Assessment**

There is evidence that Fresno City College is committed to the professional development of full- and part-time employees. Various staff development programs have ensured that all employees are provided opportunities for professional development. The college does not, however, systematically evaluate professional development programs. Evaluations are often distributed in training sessions, but use of the results for improvement of staff development activities is not consistent.

*IIIA.6 Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and used the results of evaluation as the basis for improvement.*

### **Descriptive Summary**

The process for identifying new and replacement academic positions begins at the department level. Departments discuss and prioritize new and replacement positions for their areas based on growth patterns, FTES,

full-time/part-time ratio, programmatic needs, special considerations, and program review. The division associate deans confer with their department chairs and reach consensus on a prioritized list of recommended positions for the division. The associate deans then forward their recommendations to the dean of instruction or the dean of students. The deans and associate deans meet to discuss each position before a prioritized list is agreed to and forwarded to the college president, who makes the final decision.

The identification of new classified positions is similar in that each manager submits a prioritized list to the dean of instruction, the dean of students, or the college business manager. Each of the senior administrators submits a prioritized list to the college president, who discusses each of the positions with the senior administrators before a final decision is made.

### **Assessment**

Although this process works and generally identifies, prioritizes, and recommends positions for which there is a need, it is neither followed by all areas of the college nor integrated into an overall planning process.

Moreover, it does not involve all constituent groups. For example, even though faculty participate at the department level in identifying and prioritizing positions in their departments and divisions, the academic senate is at times only informed of the final decision, if at all. There is very little if any participation by classified professionals and the classified senate in the process for identifying new classified positions. Once a final decision is made on hiring priorities, the decision is not disseminated to the different governance groups.

# Planning Agenda for Standard IIIA

1. Assess the effectiveness of current staff development activities and use the information in the development and implementation of a staff development plan.
2. Assess current human resource allocation process to develop and implement a human resources plan that is fully integrated with an institutional planning process scheduled to begin Fall 2005.

## Resource Documents

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|---------|---|----------|--|
| III.A.1 | Minimum Qualifications for Faculty and Administrators in California Community Colleges  | III.A.8  | Agreement between the State Center Community College District and Part-Time Faculty Bargaining Unit State Center Federation of Teachers July 1, 2002-June 30, 2005 |
| III.A.2 | Examples of Classified Job Descriptions and Personnel Commission Meeting Agenda and Minutes   | III.A.9  | State Center Community College District and Its California School Employees Association Chapter No. 379 Agreement July 1, 2002-June 30, 2005                       |
| III.A.3 | Procedures for Recruitment and Employment of College Faculty  | III.A.10 | Board Policy 4315(a), Academic Management Assignment, Evaluation and Tenure  |
| III.A.4 | Fresno City College 2004-2006 Catalog   | III.A.11 | Board Policy 4315.3, Classified Management/Confidential Performance Evaluation   |
| III.A.5 | Procedures for Recruitment and Employment of Part-Time Faculty  | III.A.12 | Agenda of and Handouts for Fall 2004 Evaluation Workshop   |
| III.A.6 | Administrative Recruitment and Hiring Procedures  | III.A.13 | Examples of Training Workshops for Managers  |
| III.A.7 | Agreement for Fiscal Years 2003-2004; 2004-2005; 2005-2006 between the State Center Community College District and State Center Federation of Teachers Local 1533, CFT/AFT, AFL-CIO |          |  |

- IIIA.14 Board Policy 9019, Board Ethics Statement
- IIIA.15 Board Policy 2000, Administration; Board Policy 2200, Administrative Operations
- IIIA.16 Board Policy 4036, Non-Discrimination
- IIIA.17 Board Policy 4035 (a-e), Complaint Procedure for Persons not in the Bargaining Unit
- IIIA.18 Board Policy 4036, Retaliation; Board Policy 4037, Prohibition of Sexual Harassment; and Board Policy 4038, Prohibition of Harassment
- IIIA.19 Examples of Campus Activities that Celebrate Diversity
- IIIA.20 Examples of Clubs and Activities
- IIIA.21 Examples of Classified Staff Development Activities
- IIIA.22 Districtwide Classified Professionals Committee Staff Development Activities
- IIIA.23 Examples of the Teaching and Learning Center Staff Development Activities
- IIIA.24 Summer Technology Institute Calendar of Activities
- IIIA.25 Sabbatical Leave Application Procedures
- IIIA.26 Academic Staff Development Committee Agenda and Minutes