STANDARD IIIA
RESOURCES

Human Resources
Standard IIIA: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Committee Members

Co-Chairs:
Jothany Blackwood, Administrator
Daniel Himes, Faculty
Michael Hopkins, Classified Professional

Members:
Art Amaro, Faculty
Eleanor Bruce, Classified Professional
Natalie Culver-Dockins, Administrator
Diane Clerou, Administrator
Carolyn Drake, Administrator
Robin Fox, Classified Professional
Gina Tarvin, Classified Professional
IIIA.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.

IIIA.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

In fall 2010, there were 309 full-time faculty members, 341 classified professionals, and 33 administrators employed at Fresno City College. All employees meet or exceed the minimum qualifications for the positions they hold. All part-time and full-time faculty as well as academic administrators meet or exceed the minimum qualifications established by the Board of Governors of the California Community Colleges. The minimum qualifications are published by the California Community Colleges Chancellor’s Office in the document titled “Minimum Qualifications for Faculty and Administrators in California Community Colleges” (IIIA.1: Minimum Qualifications for Faculty and Administrators in California Community Colleges*). Classified professionals, confidential employees, and classified managers meet or exceed 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 (IIIA.2: Examples of Classified Job Descriptions and Personnel Commission Meeting Agenda and Minutes).

The hiring of full-time faculty is coordinated by the District Office of Human Resources. The procedure for the hiring of full-time faculty is outlined in Administrative Regulation 7120, Procedures for Recruitment and Employment of College Faculty (IIIA.3: Administrative Regulation 7120). The procedures specifically address the District’s philosophy; equal employment opportunity; position identification/approval; job descriptions; search procedures; applicant screening, selection and interview process; notification of applicants and candidates; and equivalencies. The majority of faculty selection committees are composed of faculty from the hiring discipline.

Faculty have a central role in the selection process by providing input for the updating of job announcements in their discipline, reviewing application files, developing screening criteria and interview questions, and recommending finalists to the College president. AR 7120, Procedures for Recruitment and Employment of College Faculty, Section 6 indicates, “Each member of the Interview Selection Committee, including any community member having special expertise, must be certified by the District Equal Employment Opportunity Officer as having been instructed in Equal Employment Opportunity procedures within the past academic year.”

Degrees held by faculty and administrators are from accredited institutions and are listed in the College catalog (IIIA.4: FCC 2010-2012 Catalog). Applicants with degrees from non-U.S. institutions are referred to an evaluation service to establish equivalency with minimum qualifications.

The hiring of part-time faculty is coordinated by the instructional deans. The procedure for hiring part-time faculty is outlined in the Procedures for Recruitment and Employment of First-Time Part-Time Faculty found in AR 7121 (IIIA.5: Administrative

* Second and subsequent references to evidence will only include the evidence number.
Regulation 7121). AR 7121, Procedures for Recruitment and Employment of First-Time Part-Time Faculty, Section 2.2, indicates, “All participants in the hiring process shall receive training in Equal Employment Opportunity procedures and shall become knowledgeable about the Equal Employment Opportunity goals of the District and its colleges.” These procedures specifically address the District’s philosophy, equal employment opportunity, position identification/approval, job descriptions, equivalencies, the selection process, notification of applicant, and location of assignments. All applicants complete the Application for Part-time Academic Employment and corresponding supporting materials necessary for employment. The department/division is responsible for collecting and verifying that applications are complete prior to sending them to the District Human Resources Office. Generally, a pre-screened pool of applicants who have been interviewed by full-time faculty is developed so that as teaching opportunities arise there are qualified part-time faculty available to teach courses. The first time that a part time faculty member is assigned to teach, the application packet is sent to the District Human Resources Office.

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 (IIIA.6: Education Codes 88060-88139). The hiring of classified professionals is coordinated by the Personnel Commission, which is composed of a representative from California School Employees Association (CSEA), SCCCD, and an at-large neutral commissioner.

Job descriptions with all of the desired characteristics are developed by the chancellor, presidents, or vice chancellor-North Centers. The job descriptions include the minimum qualifications for educational administrators as established and adopted by the Board of Governors of the California Community Colleges (IIIA.8: Title 5 Section 53420). However, qualifications are allowed to be set that exceed the minimum qualifications established by the board of governors.

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 College, District, and outside agencies, depending on the position.

The procedures for hiring full-time faculty work well. All screening committee members must receive in-service training at least every other year to be eligible to serve. This training is done by the District Human Resources Office. The training covers federal and state laws that prohibit discrimination, Title V language, Board Policies (3420, Equal Employment Opportunity, and 7100, Commitment to Diversity) and Administrative Regulation 7120, Procedures for Recruitment and Employment of College Faculty (IIIA.47: Board Policy 3420; IIIA.20: Board Policy 7100; IIIA.3). Additionally, the training covers applicant screening criteria, constructing interview questions, teaching demonstrations, writing samples, follow up questions, and confidentiality.

State Center Community College District (SCCCD) hires three types of employees—faculty (full-time
and part-time), classified (includes confidential employees), and management (includes academic and classified managers). There are board policies, administrative regulations and personnel commission rules which describe the hiring of each of the three groups. In general, staffing recommendations are made on the basis of program review recommendations and the Human Resources Committee. Program review takes into account strategic planning and budget analysis and the Human Resources Committee is the mechanism by which a priority in order of staffing is determined.

The hiring of all full-time faculty and academic management is coordinated by the District Human Resources Office which is overseen by the associate vice chancellor, human resources. The Personnel Commission Office oversees the recruitment process for classified, confidential and classified management employees. The District clearly and publicly states criteria and minimum qualifications for job opportunities in announcements which are widely distributed and posted on the internet. Classified, confidential and classified management job announcements are posted on a variety of websites including colleges, community groups, agencies and associations, as appropriate. For administrators, recruitment ads are placed in the Chronicle of Higher Education as well as several other publications and recruitment websites. Full-time faculty job announcements are posted on a variety of websites and in some publications including, but not limited to, EdJoin, HigherEdJobs and InsideHigherEd. Full-time faculty job announcements are also posted on a number of diversity sites such as Asian-jobs.com, disabledperson.com, blacksinhighered.com, hispanicsinhighered.com, wihe.com and triblacollegejournal.org. All positions are posted on the California Community Colleges Registry’s website.

Finally, the College and District typically send representatives twice a year to the statewide California Community College Job Fairs. These job fairs are held for the recruitment of faculty and academic management positions.

In early fall, the District determines the number of new full-time faculty positions for Fresno City College for the subsequent academic year. This is in addition to replacement positions due to faculty retirement and other vacancies. The process by which faculty positions are filled and created begins with the completion of the Request for Faculty form which includes a description of and rationale for the position. The rationale has 12 categories including relationship to the College and District strategic plans, program review recommendations, and enrollment trends (IIIA.9: New Faculty Request form). In late fall, during their regular meetings, the Fresno City College department chairs discuss each of the requests with their division Dean and develop a prioritized list which is presented to the vice president of instruction. The vice president of instruction meets with the deans of instruction and develops a prioritized list which is then forwarded to the human resources subcommittee.

The Human Resources Committee has the task of assessing requests for new faculty and classified positions (IIIA.10: Human Resources Committee Operating Agreement). The Human Resources Committee is composed of both elected and appointed faculty, administration, classified professional, and student members. The committee reviews human resource requests for management, classified, and academic positions. The Human Resource Committee evaluates human resource proposals and prioritizes them through the analysis of program review, strategic planning, and any other relevant information.

The committee then determines the prioritization of new positions after review of faculty/staff requests and interviews with department chairs and deans of instruction. The prioritized list of requests for new positions is submitted to the Fresno City College Strategic Planning Council for review and recommendation to the College president for final approval.

These positions are submitted to the District Office via the Academic Hiring Requisition form which is signed by the dean, vice president of instruction/student services, vice president, administrative services and the president (IIIA.11: Academic Hiring Requisition). The recruitment process begins upon approval by the District associate vice chancellor, human resources.
The procedure for hiring full-time faculty is detailed in Administrative Regulation 7120, entitled "Procedures for Recruitment and Employment of College Faculty." (IIIA.3). This document specifically addresses the District's philosophy; equal employment opportunity; position identification/approval; job descriptions; search procedures; applicant screening, selection and interview process; notification of applicants and candidates; and equivalencies. Job announcements for faculty positions include a detailed job description listing minimum qualifications, desirable qualifications, and essential functions of the position. The starting salary range, fringe benefits, application procedures, required documents, and filing deadline are also included in the faculty job announcements.

The Minimum Qualifications for Faculty and Administrators in California Community Colleges govern the hiring of full-time and part-time faculty and educational administrators. Verification of degrees and any corresponding experience is done at the District human resources office. If the applicant does not meet the minimum qualifications, a Petition for Equivalency must be completed. This allows applicants to list course and work experience which they believe entitles them to claim equivalent mastery of the discipline. The Academic Senate is responsible for reviewing the equivalency applications for full- and part-time faculty (IIIA.25: Petition for Equivalency).

SCCCD is a merit system district. The hiring of classified professionals is coordinated by a classified personnel director who reports to the three-member SCCCD Personnel Commission. "The Personnel Commission is composed of three individuals who must be registered voters, reside inside the State Center Community College District, and be 'known adherents to the principle of the Merit System.' One member of the commission shall be appointed by the SCCCD Board of Trustees, another member shall be appointed by the recommendation of the exclusive representative which represents the largest number of the District's classified employees, and the third member shall be appointed by the other two (2) members of the Commission" (IIIA.12: Personnel Commission Rules 2-1). The Personnel Commission follows the Education Code guidelines for a Merit District (IIIA.13: Personnel Commission Rules). Duties for new and revised classification specifications must be approved by the Board of Trustees. The representative for the Board of Trustees may make recommendations for other information contained in the classification specification. The Personnel Commission may recommend duties to the board, but is responsible for the remainder of the information in the classification specification. Classification specifications are maintained by the Office of Classified Personnel and available on the District web site (IIIA.14: District Website Office of Classified Personnel, Classification Specifications). The Office of Classified Personnel also maintains eligibility lists, the status of all classified positions and the recruitment summary report (IIIA.15: Office of Classified Personnel, Recruitment Summary Report). An annual Personnel Commission report is presented to the Board of Trustees (IIIA.16: Annual Personnel Commission Report).

The process by which classified, confidential, and classified management positions are filled and created begins with the completion of the College Classified Staffing Justification/Request form which includes a description of and rationale for the position. The rationale has seven categories including relationship to the College and District strategic plans, program review recommendations and new program/service or growth. (IIIA.17: Classified Staffing Justification/Request). This form is signed by the area manager/dean, vice president and the president.

The procedures for the hiring of classified, confidential, and classified management employees are documented in the SCCCD Personnel Commission rules. The office of the Classified Personnel Director receives application materials from candidates and verifies degrees, certificates, and minimum qualifications, conducts testing to determine relative qualifications as required by specific job descriptions, and screens and interviews candidates in order to establish an eligibility pool. In-house employees are given an opportunity to request lateral transfers and may also compete for promotional opportunities for which they are qualified (IIIA.18: Personnel Commission Rules, Chapter 5). The classified personnel director forwards eligible candidates to the position's supervisor and other interview panel mem-
bers as determined by the program area/department. Experience and references are verified by the interviewing program area/department. The office of the Classified Personnel Director extends the formal offer of employment. Employment must receive final approval from the Personnel Commission and the Board of Trustees.

The hiring of academic administrative positions is coordinated by the Office of Human Resources. The chancellor approves all requests to fill administrative vacancies. Administrative Regulation 7220, Administrative Recruitment and Hiring Procedures (IIIA.7), was added to the Board Policy Manual when it was updated in 2008. The application process as found in the new Administrative Regulation 7220 is also found in part on the District website (IIIA.19: District Website, Administrative Recruitment and Hiring Procedures).

**Self Evaluation**

By complying with the stated hiring standards, the District and the College meet the standard. The District hires qualified faculty, administrators, and staff who are selected according to board policies, administrative regulations, and the personnel commission rules all of which comply with the Education Code and Title 5 hiring requirements.

SCCCD is one of five merit districts in the California Community College System. Since the 2005 accreditation, the District has completed the transition plan to permanently employ part time classified staff who had previously been hired as temporary employees. Additionally, a full-time, permanent director of classified personnel was hired in 2006; therefore, the Human Resources office is no longer supervising the office of classified personnel. A list of personnel requisitions received to fill vacancies has been developed and is updated weekly (IIIA.22: List of Personnel Requisitions/Vacancies). The District continues to fill vacancies to the extent that funding can be made available.

**Planning Agenda**

None.

**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. Per Board Policy 7125, “The Board recognizes the importance of regular, constructive, and honest evaluations of all employees…Accordingly, each employee will be regularly evaluated by his or her immediate supervisor in accordance with any applicable Education Code, collective bargaining agreement provisions, and Personnel Commission rules.” (IIIA.23: Board Policy 7125).

The District has processes and procedures in place for the evaluation of all employees. The evaluation process for contract and regular faculty is outlined in the faculty contract, Article XIII (IIIA.24: AFT Contract for Fiscal Years 2006-2009). 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. The office of instruction coordinates workshops for all new contract faculty, their peer evaluators, and a union representative to review the evaluation process. The workshops are held every fall to provide this information to all newly hired faculty. 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 pro-
cess outlined in Article XII of their part-time faculty bargaining unit contract (IIIA.26: Part time faculty contract). 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 21 of the Classified School Employees Association (CSEA) contract. 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 form (IIIA.27: Classified Employee Evaluation Form) is determined by the District as indicated in the CSEA contract Article 21.B.2. (IIIA.28: CSEA Contract Article 21).

Confidential employees, in compliance with Personnel Commission Rule 13-3(c), are evaluated three times during their first year and then once a year for the next three years. Subsequent evaluations may occur at any time deemed appropriate by the immediate supervisor, but not less than every two years (IIIA.29: Personnel Commission Rule 13-3).

The evaluation of academic administrators is outlined in Administrative Regulation (AR) 7125. 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 is completed by the immediate supervisor with review by the next higher level of administration. The evaluation of academic administrators must include a performance evaluation survey by other employees, a self-evaluation, and a performance evaluation summary. (IIIA.30: Administrative Regulation 7125).

The evaluation of classified managers is outlined in Personnel Commission Rule 13-3(b) (IIIA.29). Managers shall be evaluated three times during their probationary year, then once a year for the next three years. Subsequent evaluations shall be at any time deemed appropriate but not less than every two years.

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.32: Agenda of Leadership State Center Workshops).

Self Evaluation

The College meets this standard. Fresno City College has written policies in place for the evaluation of all personnel. The evaluation follows accepted contractual agreements, and assesses the effectiveness of the individual in their respective position or assignment.

Faculty evaluations are documented through an evaluation schedule that is tracked by the office of instruction. This method assures that evaluations are performed in a formal and timely manner. A 2010 survey indicates that the average response by faculty agree with evaluations being performed in a timely manner. The median response by faculty was 3.96 out of a range of 5, with 5 being strongly agree and 1 being a strongly disagree.

Classified professional evaluations are documented through an evaluation schedule that is tracked by the Office of Human Resources. This method assures that evaluations are performed in a formal and timely manner. A 2010 survey indicates that the average response by classified professional staff agree with evaluations being performed in a timely manner. The median response by classified professional staff was 3.5 out of a range of 5, with 5 being strongly agree and 1 being a strongly disagree. (IIIA.31: 2010 Fall Faculty-Staff Survey).

Administrator’s evaluations are documented through an evaluation schedule that is tracked by the office of instruction or the vice president of student services. This method assures that evaluations are performed in a formal and timely manner. A 2010 survey indicates that the average response by administrators agree with evaluations being performed in a timely manner. The median response by classified professional staff was 3.6 out of a range of 5, with 5 being strongly agree and 1 being a strongly disagree. (IIIA.31).

Planning Agenda

None.
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 and criteria for full-time and part-time faculty evaluation are negotiated between the District and the union. Article XIII of the full-time faculty contract for 2006-2009 addresses “Duties and Responsibilities Evaluation” (IIIA.24). This section states in part, “Immediate supervisor conducts a ‘duties and responsibilities evaluation’ in accordance with District Policy.” The board policies and administrative regulations were revised in 2008. Administrative Regulation 7122, Duties and Responsibilities of Instructors, number 13, states “Make systematic evaluations of student progress consistent with established student learning outcomes.” (IIIA.34: Administrative Regulation 7122).

The evaluation process for full-time faculty includes a review of course syllabi, grade distribution, retention rates, success rates, and duties and responsibilities, including student learning outcomes. Students also participate in the evaluation process by completing an instructor evaluation form which includes questions regarding how well the instructor has met student expectations.

The process and criteria for assessing part-time faculty can be found in the collective bargaining contract between AFT and the District for 2006-2009, Article XII Section 1. It states in part XII.1.B.5a classroom teachers will be evaluated based on “evaluation of student progress in keeping with course objectives and adopted course outlines” (IIIA.24). There is no change in this language from the previous collective bargaining agreement in 2005-2008.

Fresno City College is in the midst of revising all programs and courses to include Student Learning Outcomes (SLO). This includes both SLO statements and assessment methods.

Self Evaluation

Fresno City College meets the standard. Faculty and staff that are responsible for student progress have SLOs as a component of their evaluation.

Planning Agenda

None.

The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

The SCCCD Board of Trustees has a Code of Ethics/Standards of Practice which was adopted on June 22, 1993 and last revised on October 3, 2006 (IIIA.36: Board Policy 2715). This policy reflects the board’s expectation that each board member maintain “high standards of ethical conduct” in their “actions, behaviors, and verbal statements” with the understanding they “must be a positive reflection of those whom they represent. Board Policy and Administrative Regulation 2710 describes “Conflict of Interest” (IIIA.37: Administrative Regulation 2710). Additionally, Administrative Regulation 2712 requires board members and administrators from the dean-level and higher, as well as selected classified manager positions, to annually verify and sign a Statement of Economic Interests. (IIIA.38: California Form 700 Fair Political Practices Commission). The administrators’ code of ethics statement was adopted by the Board of Trustees on October 5, 2004 (IIIA.39: Board Policy / Administrative Regulation 3150). This policy defines ethics, explains the importance of ethics, and the expectations for ethical behavior, as well as the rights and responsibilities of administrators with regard to ethical behavior. Faculty adheres to an ethical standard in accordance with the full-time faculty agreement between the SCCCD and the State Center Federation of Teachers. Article XIII.E.2.b regarding the evaluation of faculty states, “Maintenance of ethical standards in accordance with American Association of University Professors (AAUP) ethical standards statement.” Article XIII.E.2.d states, “Demonstrates commitment to the profession (Code of Ethics).” An evaluation standard in the part-time faculty agreement...
between the SCCCD and the State Center Federation of Teachers Article XII.1.B.3 states, “Maintenance of ethical standards” (IIIA.26). Although SCCCD’s Personnel Commission Rules do not contain an ethics statement per se, Education Code sections 88080, 88081, and 88087, covering classified employees in a merit system, as well as the California School Personnel Commissioners Association (www.meritsystem.org) contain the philosophy and purpose of the merit system which includes ethical practices. The CSEA contract Article 35.D.2, Personal Conduct, lists behaviors which are unacceptable in the workplace (IIIA.28).

The Fresno City College 2010-2012 Strategic Plan includes the following Ethics Statement:

The principles and values of the Fresno City College Code of Ethics and Excellence guide the faculty, students, and staff in the achievement of a profound appreciation of and respect for the dignity and worth of each member of our community of learners in responding to the trust conferred on the college by the public. We are guided by the standards and principles established by our respective professional associations and organization in our effort to create an ethical college community.

These ethics standards: Fairness, Civility, Integrity, Respect, and Trust are further defined in the brochure (IIIA.42: FCC 2010–2012 Strategic Plan Brochure).

Self Evaluation

The College meets the standard. There are written codes of professional ethics for all employees. These ethics statements are widely publicized and disseminated. The principles and values of ethics are an integral part of the Fresno City College Strategic Plan as well as the stated mission, vision, and core values of the institution. The Fresno City College culture of ethics is aligned with A Vision with Values of the State Center Community College District 2008 Strategic Plan.

Planning Agenda

None.

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 maintains a sufficient number of qualified faculty, staff, and administrators who have the appropriate preparation and experience to support the College’s mission. Table A compares Fresno City College with other colleges of similar enrollment size that are also part of multi-college districts. This data suggests that Fresno City College has comparable numbers of faculty, staff, and administrators to effectively accomplish its mission. The District exceeds the minimum Full-Time Faculty Obligation number (495.5) by 5.5 FTE for the 2010-2011 year as established by the State Chancellor’s Office.

All Fresno City College faculty meet or exceed the minimum qualifications adopted by the Board of Governors of the California Community Colleges; or the faculty member’s education and experience is determined to be equivalent based on a 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.

In fall 2010 the College employed 33 administrators. Of these, 25 percent hold doctorates and 57 percent hold a master’s degree. The previous president of the College possesses over 34 years of community college administrative experience. Fresno City College administrators average 8.35 years of service to Fresno City College and 12.35 years as managers at institutions of higher education.
Administrators at all levels of the College are required to attend regularly scheduled training which updates them on various personnel and legal issues, new bargaining agreements, sexual harassment, discrimination, employment practices, and evaluation of employees. A significant number of managers are members of professional organizations that 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.

<table>
<thead>
<tr>
<th>College</th>
<th>District</th>
<th>Fall 2009 Enrollment*</th>
<th>Faculty**</th>
<th>Admin.***</th>
<th>Classified****</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresno City College</td>
<td>State Center</td>
<td>24,023</td>
<td>309</td>
<td>33</td>
<td>341</td>
</tr>
<tr>
<td>Sac City College</td>
<td>Los Rios</td>
<td>24,633</td>
<td>323</td>
<td>26</td>
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<tr>
<td>Diablo Valley</td>
<td>Contra Costa</td>
<td>20,769</td>
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<td>202</td>
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<td>Saddleback College</td>
<td>South Orange Cnty</td>
<td>26,401</td>
<td>225</td>
<td>38</td>
<td>297</td>
</tr>
<tr>
<td>Fullerton</td>
<td>North Orange Cnty</td>
<td>22,354</td>
<td>304</td>
<td>32</td>
<td>268</td>
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<td>Mean of Comparable Colleges</td>
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<td>23,539</td>
<td>274</td>
<td>34</td>
<td>263</td>
</tr>
</tbody>
</table>

Table A

Source: California Community Colleges State Chancellor’s Office – Data Mart

* - only the Tenured/Tenure
** - Educ Admin and Classified Admin
*** - Classified Prof and Classified Support

Self Evaluation

The College meets the standard. 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.

Planning Agenda

None.

IIIA.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.

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

Descriptive Summary

The District has a system for developing personnel policies and procedures. As noted in Board Policy 2410, the SCCCD Board of Trustees has the ultimate responsibility for adopting policies that “are authorized by law or determined by the Board to be necessary for the efficient operation of the District.” These policies are consistent with provisions of the law, but do not encompass all laws relating to District activities. Board Policy and Administrative Regulation 2410 outline the process to adopt a policy or an administrative regulation. Where the SCCCD Board of Trustees must approve all policies, the chancellor has the authority to determine the administrative regulations. The process to adopt policies and regulations is very structured. Administrative regulations require input from constituent groups but which ones depends on the subject matter. “…matters that require faculty, staff or student input, as provided in state regulation, are referred to the Communications Council composed of one member appointed by the classified exclusive representative; one member jointly appointed by the presidents of each college’s
Classified Senate; one member jointly appointed by the presidents of each college’s Academic Senate; one member appointed by the faculty exclusive representative; and the District’s General Counsel will review and provide input into the development of policies and regulations…After all constituent groups have had opportunity for input, Chancellor’s Cabinet will consider the input, revise as appropriate and adopt the Administrative Regulation.” (IIIA.40: Board Policy / Administrative Regulation 2410). The board polices and administrative regulations may be accessed on the District’s web site (IIIA.41: Board Policies and Administrative Regulations website).

The College maintains and follows SCCCD polices regarding employment procedures. Furthermore, the College adheres to the District’s policy on nondiscrimination based on Board Policy 3410 (IIIA.43: Board Policy 3410), which is consistent with the federal and state mandates and guidelines on equal employment opportunity. Procedures are outlined in each bargaining unit agreement. The agreement for full-time faculty between the State Center Federation of Teachers and the SCCCD includes provisions for Nondiscrimination; Hours, Workload and Class Size; and Compensation. (IIIA.24: Article XI-A, XII, XVII). The agreement for part-time faculty between the State Center Federation of Teachers and SCCCD includes provisions for Hours, Workload and Class Size which addresses priority for assignment; and Compensation (IIIA.26: Article XI, XV). The agreement between SCCCD and the CSEA Chapter #379 includes provisions for Transfers – Work Location; Equal Employment Opportunity; Hours of Work; Pay and Allowances; and Layoff/Reduction of Hours/Abolition of Positions (IIIA.28: Articles 22, 23, 28, 33, 34). The District publishes and distributes copies of the faculty and classified contracts. Rules for classified, confidential and classified management employees regarding Recruitment, Eligibility Lists, Promotion, and Transfer is now found in the Personnel Commission Rules. (IIIA.13: Chapters 5, 6, 9, and 11.)

Board Policy 2410 indicates, “All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.” (IIIA.40). Every manager is responsible for knowing and adhering to personnel policies as they relate to hiring, evaluation, tenure, promotion, and dismissal. 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.

Fresno City College ensures there is fairness in all employment policies by equitably and consistently administering written board policies, administrative regulations, Personnel Commission Rules, collectively bargained contract language, federal and state laws and all other workplace rules. This is accomplished by training managers, by having an open door policy for all employees to address their concerns with the appropriate manager up to the College president, and/or by taking their issues to the District’s Human Resources Office. There are informal and formal complaint procedures available to all employees in Administrative Regulation 3435, Discrimination and Harassment Complaints, and Administrative Regulation 3450, Complaint Procedure ((IIIA.44: Administrative Regulation 3435; IIIA.45: Administrative Regulation 3450), as well as the grievance process available to bargaining unit members. All bargaining units consistently monitor and intervene in cases where the institution may be violating fair labor practices and/or the negotiated contract.

SCCCD is an equal opportunity employer and all job announcements contain a statement to that effect. The District has structured its employment procedures to ensure fairness at each stage of the hiring process. The District complies with the changes to the California Constitution Article 1, Section 31, which were in response to Californian’s voting in Proposition 209 in 1996. Therefore, the District does not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting. The policies of the District are clear and Fresno City College adheres to them.

**Self Evaluation**

The College meets the standard. Management team members attend mandatory workshops on personnel policies and procedures sponsored by the District Human Resources Office to ensure that they are
administered equitably and consistently by all managers. Fresno City College also meets this standard by following the administrative regulations and board policies as listed above. All personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review. The policies and procedures are developed or revised through the shared governance process and/or the collective bargaining process for faculty and classified staff.

**Planning Agenda**

None.

**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 college presidents or the vice chancellor of the North Centers. 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 all official personnel records for full-time and part-time classified professionals, confidential employees and academic and classified managers. These files contain initial employment records, job performance evaluations, salary advancement information, personal employment agreements, and any written communication.

The associate vice chancellor for human resources, general counsel, and dean of human resources provide an annual training session for the classified employees’ Leadership State Center class regarding the evaluation process and personnel files. Evaluations are also completed for each of these sessions.

The District Office of Human Resources provides training throughout the year to ensure that all managers 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 information is embedded in other human resource training sessions such as Managing Performance through Evaluation, Checking References: The Most Important Part of the Hiring Process, Handling Grievances, Community College District Human Resources Academy I and II (IIIA.46: Human Resource Training, Central 14 Workshops).

In accordance with Education Code 87031, Administrative Regulation 7145 and applicable bargaining union contracts all employees 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. Any time someone other than a human resources’ office or personnel commission office employee views an individual's official personnel file that person must sign and date a document kept in the employee's personnel file so there is an accurate record of who viewed the file.

Bargaining 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.

Also, in accordance with Education Code 87031, Administrative Regulation 7145, and applicable bargaining union contracts, information of a derogatory nature may not be placed in an employee’s personnel records until the employee has been given notice and an opportunity to review and comment in writing to that information. Any response by the employee to the derogatory materials must be placed in the official personnel file.

**Self Evaluation**

The College meets this standard. The District complies with Education Code 87031, District Administrative Regulation 7145 and collective bargaining requirements with regard to security, confidentiality, access, and placement of information in official personnel files.
Planning Agenda

None.

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 3410 (Nondiscrimination) states that the District “is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.” (IIIA.43). Board Policy 3420 (Equal Employment Opportunity) indicates the SCCCD Board of Trustees’ intent is in line with the California Legislature “to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students.” (IIIA.47: Board Policy 3420). The District and the College have developed policies and procedures which provide for prompt and fair investigation of any allegation of discrimination by a student, employee, or an applicant (IIIA.44). AR 3450 outlines the complaint procedure for alleged violations of statutes, state regulations, Board Policies or Administrative Regulations.

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, Asian American Club, and the Hmong Club, Muslim Student Association of Fresno City College, and the Native American Indian Student Association are representative of Fresno City College’s diverse community (IIIA.49: FCC Website – Student Clubs).

The College also provides a large number of diverse college activities, including a) Cinco de Mayo, b) Women’s History Month, c) Asian American Month, d) African American History Month, e) Da Forum by the Pan Afrikan Student Union, f) California Native American Day, g) Migrant College Awareness Day, World AIDS Day, and other activities to enhance the appreciation of the diverse cultures that make up Fresno City College and the surrounding community (IIIA.50: “City at a Glance” Activity Announcements).

Some programs are intended to have a broad-based appeal and are non-group specific. Examples of both are Fresno City College Speakers Forum: example, h) “Barack Obama & the White House: Philosophically Conceptualizing the Color Line in the 21st Century”; i) Cross-Campus Colloquium Series, for example, Cliff Garoupa – “Comparative Drug Policies, Europe & the US”; and d) The Dallas Black Dance Theatre (IIIA.50).

Self Evaluation

Policies and practices at Fresno City College support and celebrate equity and diversity in the workplace and academic environment. Fresno City College has assessed its record of equity and diversity in employment with each progression of accreditation. The information below was obtained for Fresno County from the U.S. 2010 Census Data and is compared against the Fresno City College employee and student populations for the last five years.

In terms of employee ethnicity makeup, the number of White and Hispanic employees has been stable (IIIA.48: Administrative Regulation 3450).
except in 2008. More White and Hispanic employees were hired in 2008. However, Whites still constituted the largest (about 53 percent or more in recent 5 years) ethnic group among FCC full-time employees. About 20% of FCC full-time employees were Hispanics. The number of Asians/Pacific Islanders showed slight increases in past several years. (Figure 1)

Figure 1
Figure 8: Ethnicity

A comparison of FCC student ethnicity and employee ethnicity as of fall 2010 showed that White employees were significantly overrepresented at FCC (25% of White students vs. 53% of White employees). In contrast, Hispanic employees were significantly underrepresented as compared to the FCC student population (42% of Hispanic students vs. 21% of FCC Hispanic employees). Asian/Pacific Islander employees (6%) were also underrepresented when compared to their proportion in student population (17%). (Figure 2)

Figure 2
Figure 9: FCC Students vs. Employees

A comparison of ethnic distribution of FCC employees and Fresno County population is shown in Figure 3. Data revealed that Hispanic employees (21%) were significantly underrepresented at FCC when compared with their proportion in Fresno County population (50%). In contrast, Whites were significantly overrepresented among FCC full-time employees (53% in FCC vs. 33% in the county). Asians were also slightly underrepresented among FCC full-time employees.
Figure 3
Figure 10: Fresno County vs. FCC Employees

Employee gender diversity trends are presented in Figure 4 for the last five years. Analyses of data showed that number of female employees has been increased slightly in the recent three years. In 2010, female employees constituted 57% of total FCC full-time employees (n = 619) while males constituted only 43% of total FCC full-time employees (see Figure 4).

Planning Agenda

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.

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

III.A.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. The College’s commitment to training of staff is evident
through its dedication to travel and conference funding and the many organized training sessions offered to staff in the midst of challenging budgetary times.

The Classified Senate Articles and Bylaws, revised October 2007, state: “The Senate shall act as a voice for the membership and provide a means for increased participation and interaction with the campus community by recommending and/or appointing representatives from the membership to all campus committees. The Senate will provide access to staff development funds and activities for any permanently employed member to enhance job skills, job performance, and personal and professional development.” (IIIA.56: Classified Senate Articles and By-Laws). The Senate regularly hosts training sessions for its constituents during the year. Past trainings have included: Travel & Conference, Datatel (Query Builder, Reports, etc.), MS Excel, Student Requisitions & Timesheets, Accounts Payable, Budget and Expenditure Transfers, Facilities Request, Time Allocation and Certification. In addition to these training sessions, the Senate hosts the annual Staff Development Day which is held each year on Veteran’s Day Holiday. Several workshops are held that promote both professional and personal development.

The Fresno City College 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. Evaluations are requested from the attendees with suggestions for future workshops. (IIIA.51: Staff Development Day Fliers).

The SCCCD Classified Professionals Committee sponsors regularly-scheduled technology training sessions, the spring Mega Conference, and Leadership State Center, a yearlong professional development activity for classified professionals who have demonstrated leadership abilities and have been nominated to participate. The mission of Leadership State Center is to maximize the potential of classified professionals through collaboration, learning, vision, advocacy and action. It is designed so employees will concentrate on the next level of leadership development (IIIA.52: Classified Professionals Website). The Classified Professionals staff development employs attendee feedback in evaluating and assessing its training (IIIA.53: Classified Professionals Staff Development Session Evaluations), and regularly reviews feedback for improvement (IIIA.54: Classified Professionals Committee Staff Development Meeting Minutes).

SCCCD Classified Professionals Technology Training Series offers on-site classes in various subjects such as word processing-Word, database (Access), spreadsheets (Excel), PowerPoint, grant writing, and photography (IIIA.55: Classified Professionals Technology Training Series).

Between 2006 and 2010, Randy Rowe, Associate Vice Chancellor of Human Resources, provided training during the Instructional Deans’ meetings on such topics as changes to the full-time and part-time faculty bargaining agreements, faculty hiring procedures, office hours and sabbatical leaves (IIIA.57: SCCCD Administrative and Management Workshops).

SCCCD has a two year program to develop leadership from within the State Center family of classified management, faculty, and administration. This two year program called Community College Leadership, CCLASS, meets for over 50 hours, and encourages individuals to rise to leadership positions in the District. Focus is on management styles, effective leadership, and case studies. Participants meet with educational leaders in the valley for presentations and for question and answer sessions. There are five day-long sessions each year. Since its inception in 2006 there have been six cohorts. Currently cohorts five and six are in progress.

In the fall of 2010, personnel commission staff and the institutional researcher from the North Centers, at the direction of the chancellor, surveyed classified employees and all managers to assess classified employee training needs. In February of 2011, the chancellor directed the formation of a District wide classified training committee to be coordinated by the District dean of human resources. The director of classified personnel and the commission’s human resources analyst also spearheaded this training effort. As a result of the fall 2010, survey training was offered in April of 2011 on customer service. Also as a result of this training survey, the director of information services contracted with Datatel and began offer-
1. **Self Evaluation**

Fresno City College meets this standard through the many opportunities offered for professional development for all employees. Faculty and classified staff are encouraged to attend flex day activities and classified workshops.

2. **Planning Agenda**

The Campuswide Professional Development Coordinating Committee will review its current Operating Agreement and develop, promote, and increase the depth and breadth of staff development activities for Fresno City College staff through a comprehensive staff development plan.
IIIA.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

Human resource planning has been integrated into the Fresno City College Strategic Planning Council through the program review mechanism. All instructional programs and support services undergo a program review to determine its program status, level of funding, use of resources, and support of the institution’s mission, vision, and/or core values (IIIA.33: Program Review Committee Operating Agreement). Through program review a program or service identifies if staffing levels are sufficient.

For human resources allocation of new positions, including instructional and classified staff, the Human Resources Committee has the task of assessing requests (IIIA.35: Human Resources Committee Operating Agreement).

The Human Resources Committee is composed of faculty, administration, classified professional, and student members. The committee is comprised of both elected and appointed members. The committee reviews human resource requests for classified and academic positions. The Human Resources Committee evaluates human resource proposals and prioritizes human resource allocations incorporating program review, strategic planning, and any other relevant information.

The prioritized list of requests for new positions is submitted to the Fresno City College Strategic Planning Council for review and submission to the College president for final approval.

An example of allocating a new faculty position can be shown through the funding and hiring of an ESL instructor during the 2008-2009 school year. The ESL department completed program review and received a review in support of additional staffing (IIIA.60: 2006 ESL Program Review). The ESL department submitted a request to the human resources committee and delivered a presentation (IIIA.61: ESL Request for Faculty) to the committee on Sept 28, 2007. Their request was ranked in the top three recommendations. The human resources committee submitted its rankings to the Fresno City College Strategic Planning Council (IIIA.62: Strategic Planning Council Minutes October 25, 2007), who in turn submitted the recommendations to the College president. This led to the hiring of a new ESL instructor.

The process for reallocation of human resources for faculty positions is handled through the deans’ council. When an existing funded faculty position is vacated the position remains with the division, provided that department within the division has met staffing requirements from program review. If the department is overstaffed as determined by program review, then the position is retained within the departments’ division. If no other division department has justification for additional staff then placement of that funded position is determined by the deans’ council.

Self Evaluation

The process for determining and allocating human resources is a vast improvement over the previous process and works towards fulfilling the recommendation of the Accreditation Review committee from the 2005 visitation. It takes into account the College’s mission and allows for adherence to a master plan, and takes into account the ability to financially fund new positions. In addition, it allows participation in the allocation process by all constituents (students, classified, faculty, and administration) of the College via the human resources committee. The committee currently oversees ranking of newly funded positions but will be expanded to oversee both new and reallocation of faculty, staff, and management positions.

Planning Agenda

Through the Human Resources Committee, Fresno City College will investigate, evaluate and determine the process(es) for human resource reallocation for certificated, classified, and administrative positions.
Evidence for Standard IIIA

III.A.1 Minimum Qualifications for Faculty and Administrators in California Community Colleges
III.A.2 Examples of Classified Job Descriptions and Personnel Commission Meeting Agenda and Minutes
III.A.3 Administrative Regulation 7120, Procedures for Recruitment and Employment of College Faculty
III.A.4 FCC 2010-2012 Catalog
III.A.5 Administrative Regulation 7121
III.A.6 Education Codes 88060-88139
III.A.7 Administrative Regulation 7220
III.A.8 Title 5 Section 53420
III.A.9 New Faculty Request form
III.A.10 Human Resources Committee Operating Agreement
III.A.11 Academic Hiring Requisition
III.A.12 Personnel Commission Rules 2-1
III.A.13 Personnel Commission Guidelines for Merit District
III.A.14 District Website Office of Classified Personnel, Classification Specifications
III.A.15 Office of Classified Personnel Recruitment Summary Report
III.A.16 Annual Personnel Commission Report to Board of Trustees
III.A.17 Classified Staffing Justification/Request form
III.A.18 Personnel Commission Rules, Chapter 5
III.A.19 District Website, Administrative Recruitment and Hiring Procedures
III.A.20 Board Policy 7100
III.A.22 List of Personnel Requisitions/Vacancies
III.A.23 Board Policy 7125
III.A.24 AFT Contract for Fiscal Years 2006-2009
III.A.25 Petition for Equivalency
III.A.26 Part time faculty contract
III.A.27 Classified Employee Evaluation Form
III.A.28 SCCCD and CSEA Contract
III.A.29 Personnel Commission Rule 13-3
III.A.30 Administrative Regulation 7125
III.A.31 2010 Fall Faculty-Staff Survey
III.A.32 Agenda of Leadership State Center Workshops
III.A.33 Program Review Committee Operating Agreement
III.A.34 Administrative Regulation 7122
III.A.35 Human Resources Committee Operating Agreement
III.A.36 Board Policy 2715
III.A.37 Administrative Regulation 2710
III.A.38 California Form 700 Fair Political Practices Commission
III.A.39 Board Policy / Administrative Regulation 3150
III.A.40 Board Policy / Administrative Regulation 2410
III.A.41 Board Policies and Administrative Regulations Website
III.A.42 Fresno City College 2010-2012 Strategic Plan brochure
III.A.43 Board Policy 3410
III.A.44 Administrative Regulation 3435
III.A.45 Administrative Regulation 3450
III.A.46 Human Resource Training, Central 14 Workshops
IIIA.47  Board Policy 3420
IIIA.48  Administrative Regulation 3450
IIIA.49  FCC Website - Student Clubs
IIIA.50  “City at a Glance” Activity Announcements
IIIA.51  Staff Development Day Fliers
IIIA.52  Classified Professionals Website
IIIA.53  Classified Professionals Staff Development Session Evaluations
IIIA.54  Classified Professionals Committee Staff Development Meeting Minutes
IIIA.55  Classified Professionals Technology Training Series
IIIA.56  Classified Senate Articles and By-Laws
IIIA.57  SCCCD Administrative and Management Workshops
IIIA.58  Fall 2010 Flex Day Brochure
IIIA.59  Academic Senate Bylaws
IIIA.60  2006 ESL Program Review
IIIA.61  ESL Request for Faculty
IIIA.62  Strategic Planning Council Minutes October 25, 2007