

## Standard IIIA: Human Resources

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

**IIIA:** 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.

**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.

### Descriptive Summary

To ensure the integrity and quality of its programs and services, Pasadena City College (PCC) employs and retains highly qualified faculty and staff. The Office of Human Resources is responsible for maintenance of accurate job descriptions that are developed in consultation with college subject matter experts.

When addressing education and experience, the College adheres to the minimum qualifications for faculty and administrators set by the Board of Governors of the California Community Colleges ([i-28: Minimum Qualifications Handbook](#)). This enables the organization to retain employees that are well-trained and dedicated to the mission of the College. PCC's commitment to hiring exceptional employees is supported in Board Policies that address hiring:

#### *Part-Time Faculty Hiring*

*Board Policy 6150: Part-Time Faculty Hiring* establishes procedures to “provide for a diverse faculty of highly qualified people who will be experts in subject areas.” Part-time faculty are “required to meet the same minimum qualifications as are full-time faculty.” The policy also indicates that the pool of adjunct faculty will help to support the College’s mission by serving a diverse student population ([i-25: Board Policy 6150: Part Time Faculty Hiring](#)).

### *Full-Time Faculty Hiring*

PCC's commitment to hiring an exceptional core of full-time faculty is detailed in *Board Policy 6100: Faculty Hiring*. This policy establishes hiring procedures for securing "a diverse faculty of highly qualified people" that serves the needs of a diverse student population. The policy indicates that full-time faculty chosen to work at the College will be "experts in their subject area" and "skilled in teaching and facilitating learning" ([i-24: Board Policy 6100: Full Time Faculty Hiring](#)).

### *Classified Hiring*

*Board Policy 6200: Classified Hiring* presents a process that expresses the College's commitment to hiring classified personnel that are "highly qualified" to support the programs and services at PCC. *Board Policy 6200* directs the College to hire a diverse group of classified workers that will provide for our diverse student population and "foster overall College effectiveness" ([i-26: Board Policy 6200 Classified Hiring Policy](#)).

### *Administrator Hiring*

At PCC, the term "administrator" refers to a position that is an executive or management position at the level of assistant dean, director or higher. *Board Policy 6300: Administrator Hiring Policy* explains that the goals of hiring administrators are to "recruit, appoint, and retain a diverse administration" and to hire and retain administrators who have the "talent, experience, and accomplishments" to advance the "specific goals of the Educational Master Plan and the Board of Trustees' Annual College Goals" ([i-27: Board Policy 6300: Administrator Hiring Policy](#)).

PCC Policy 6300.20 states, "When a vacancy or other necessity requires it, the Superintendent/President will conduct appropriate consultation within the College and then recommend to the Board of Trustees the appointment of an acting position, without a search, for up to six months" and "After six months, the Superintendent/President may exercise discretion to continue an acting position as an interim position for up to an additional year." From 2011-2013 there have been numerous faculty and/or administrators that have been hired and/or transferred to an interim administrative position.

## **Self-Evaluation**

The College meets this standard.

Pasadena City College follows state regulated requirements regarding the minimum qualifications of its faculty and managers and uses detailed job descriptions to ensure the appropriate skill sets, experience, and education for all employees. Current Board Policies clearly set goals and standards for hiring and retaining qualified personnel to serve a diverse student population and support programs and services.

While these policies have been reviewed and revised since the last self-evaluation, some procedures could be improved to increase functionality, clarity, and consistency in the hiring processes. There has been concern about the length of time some individuals serve in interim positions. In addition, the College is moving to a cloud-based talent management system, which may require the need to review current administrative hiring procedures. Some faculty have also expressed concern about the addition of language to the part-time faculty job description requiring the assessment of Student Learning Outcomes and curriculum revision.

### **Actionable Improvement Plans**

To improve institutional effectiveness, the Office of Human Resources will review and make recommended necessary revisions to all hiring policies and procedures in collaboration with campus constituent groups.

**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**

PCC has established a hiring process that ensures that the criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. This process begins with a detailed job description. Component 12.2 of the College's Equal Employment Opportunity (EEO) Plan ([IIIA-1: EEO Plan](#)) explains that job announcements shall:

- clearly state the job specifications, setting forth the knowledge, skills, and abilities necessary to perform the job
- include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of the District's students
- include knowledge of the history and culture of monitored groups and groups that have experienced discrimination (faculty and administrative positions)
- state knowledge of multiculturalism and training in cultural proficiency as a preferred or desired qualification (faculty and administrative positions)

- state that the District is an Equal Employment Opportunity Employer
- include the “required,” “desired,” or “preferred” qualifications beyond the state minimum qualifications

Job descriptions are created with significant input from subject and area experts in accordance with the board policy related to the hiring of each group ([i-25: Board Policy 6150: Part Time Faculty Hiring](#), [i-24: Board Policy 6100: Full Time Faculty Hiring](#), [i-26: Board Policy 6200 Classified Hiring Policy](#), [i-27: Board Policy 6300: Administrator Hiring Policy](#)). The quality of these job descriptions can be seen in the employment searches for the 2013-2014 academic year ([IIIA-2: Automotive Technology Instructor Fall 2014 Announcement](#), [IIIA-3: Library Technician IV Fall 2014 Announcement](#), [IIIA-4: Upward Bound Program Coordinator Announcement](#), [IIIA-5: Adjunct Counselors Announcement](#), [IIIA-6: Controller 2014 Announcement](#)).

Once a job description is created, the Office of Human Resources advertises the open positions in a variety of ways. First, job descriptions are advertised internally. Campus constituents receive both an email and printed version of the job announcement. These announcements are also posted at various locations on campus including the Office of Human Resources. Next, the employment opportunity is advertised to the general public. Job announcements are posted to the PCC website, on various web-based media sources, and in select print media. The Office of Human Resources also conducts specific diversity and cross-cultural outreach to help create a diversified pool of applicants. The College also hosts employment events such as job fairs ([IIIA-7: Job Fair Flyer](#)).

*Board Policies 6150 and 6100* ensure that the selection criteria for faculty include satisfactory knowledge of the subject matter, effective teaching, contributions to the field, including scholarly activities, and the potential to advance the mission of Pasadena City College. Board Policies 6150 and 6100 also ensure that the faculty at Pasadena City College play a significant role in the selection of new faculty. *Board Policy 6100* states that a hiring committee for a full-time faculty member will include the area Dean and four or more full-time faculty. At least two of the four faculty members must be from the area specialty in which the new hire will work.

Faculty and administrators that work at PCC hold degrees from institutions accredited by recognized U.S. accrediting agencies. The Office of Human Resources requires official transcripts with all job applications to ensure that applicants meet this requirement. All foreign degrees must be verified with the Office of Human Resources in advance of the final filing date and certification must be submitted in conjunction with required application documents. If an applicant does not possess the minimum degree qualifications but has sufficient job-related experience, she or he may apply for equivalency. Equivalency applications are considered by the PCC Academic Senate Equivalency Committee. While the Office of Human Resources facilitates the equivalency process, the Academic Senate, in consultation with appropriate academic administrators, makes the final decision regarding these requests.

Additionally, the Office of General Counsel, in conjunction with the Office of Human Resources, conducts thorough background checks on final candidates for employment.

## **Self-Evaluation**

In addition to meeting the requirements of the California Education Code and California Title 5 Code of Regulations, the process for recruiting and hiring at PCC enables the College to secure qualified personnel to serve our students effectively. The College has clear policies and procedures for deciding hiring criteria and for the development and publication of all job announcements. Area experts are involved in deciding the hiring criteria and this assists the Office of Human Resources in deciding if a candidate is well qualified. This process of relying on content experts is evident in the hiring of faculty. Faculty members are very involved in the hiring of their peers, including the creation of job descriptions.

There are several ways in which the College could improve upon the hiring process. In Fall 2013, there was significant confusion and disagreement regarding the application of the hiring prioritization process for full-time faculty. Following the direction of the President, the administration created its own hiring list. The Faculty Hiring Priorities Committee (FHPC) continued to create its own list through the established process. There was a meeting in which the Senate supported reviewing only the FHPC list. Strong concern was expressed as to whether the creation of a list through means other than the FHPC violated the Board Policy 6100 and associated Administrative Procedures. The Administration maintained that the procedures allowed for the President to develop an administrative priorities list. To resolve these issues, the President attended an emergency meeting of the FHPC. Following discussions between the President and the FHPC, the Committee agreed to consider approving a blended list. The Senate President and some members of the FHPC maintain that the blended list still needed to be approved by the Senate, since not all positions had gone through the Senate approval process. The President went forward with advertising for the positions on the “blended list.” Following this situation, the Academic Senate passed a resolution expressing concern that the Policy 6100 and its associated administrative procedures had been violated and that the administration should agree to follow procedures in the future ([IIIA-8: Violation of Board Policy 6100 Meeting Resolution](#)). The Assistant Superintendent/Senior Vice President apologized at the emergency FHPC meeting and a later Academic Senate meeting and agreed to ensure that all procedures be followed in the future.

Faculty have expressed concern regarding the lack of consistency and timeliness of the hiring process. For example, recent hires of both administrators and faculty have required that faculty meet during the summer, a time that goes beyond their contractual obligations. Some stipends have been recently provided but this process was also inconsistent and some campus members have expressed that this is an inefficient use of resources.

Pasadena City College meets this standard.

## Actionable Improvement Plans

To improve institutional effectiveness, the College will develop concrete hiring timelines and procedures that allow the hiring process to be completed prior to the conclusion of the Spring semester.

**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

Pasadena City College systematically evaluates all personnel, including administrators, faculty, and classified staff. Written criteria for evaluating performance of assigned duties and participation in institutional responsibilities is available for all employees of the College:

### *Superintendent/President*

*Bylaw number 1680: Evaluation of the Performance of the Superintendent/President* details the annual confidential performance evaluation of the Superintendent/President by the Board of Trustees. The policy was revised in August 2012 by the Board of Trustees under the current revision evaluation by faculty, classified staff, students and administrators occurs every four years rather than every two years. The policy states, “Anonymous and unattributed comment will not be included ([IIIA-9: Board Policy 1680 Evaluation of the Performance of the Superintendent/President](#)”

### *Administrators*

*Board Policy 6320: Performance Evaluation of Administrators* details an annual performance evaluation for all College administrators ([IIIA-10: Board Policy 6320: Evaluation of College Administrators](#)). This evaluation consists of two parts: the self-evaluation and the Superintendent/President’s or direct supervisor’s assessment. Each of these two sections asks that the administrator be evaluated on several key performance areas:

- EMP Outcomes
- BOT College Goals
- Change Management

- Productivity/Technology
- Communication/Visibility
- Budget/Cost Effectiveness
- Accreditation Standards
- Teamwork/Collegiality
- Achievements/Innovations
- Resource/Revenue Development

### *Faculty*

The process for evaluating faculty is detailed in the bargaining agreement between the Pasadena Area Community College District (PACCD) and the Pasadena City College Faculty Association (PCCFA). Article 7 of the current contract details the evaluation procedures for both contract and temporary employees ([IIIA-11: 2009-2012 PCCFA Agreement](#)). All temporary employees and tenure-track (contract) faculty on probationary status are evaluated annually and tenured (regular) faculty are evaluated every three years. This evaluation is performed by a team consisting of three individuals:

- The Associate Superintendent/Senior Vice President, Academic and Student Affairs, her or his designee, or the appropriate dean
- A tenured peer member
- The manager most closely supervising the employee (serves as the chairperson)

There are four components to a temporary or tenure-track (contract) faculty person's evaluation. First, each member of the evaluation team independently observes the employee being evaluated in her or his principle assignment. Each evaluator completes a Preliminary Evaluation Report that reviews the professional qualities and contributions and then each evaluator meets independently with the employee to discuss that report ([IIIA-12: Preliminary Evaluation Forms](#)). Second, the evaluators submit written comments regarding the professional responsibilities and personal characteristics of the employee to the chairperson of the committee ([IIIA-13: Review of Professional Responsibilities and Characteristics](#)). Third, the chairperson of the committee facilitates an evaluation by students to each class taught by the employee ([IIIA-14: Student Evaluation Form](#)). Fourth, the employee performs a self-evaluation and provides copies to all members of the evaluation team. When all steps are complete, the chairperson reviews all documents and completes the Summary Evaluation Report and submits it and the other documents to the Associate Superintendent/Senior Vice President, Academic and Student Affairs.

This process is similar for tenured (regular) faculty members. In accordance with California Education Code Section 87663, regular employees are evaluated at least once every three academic years. The evaluation team is composed of:

- The Associate Superintendent/Senior Vice President, Academic and Student Affairs, her or his designee
- The manager most closely supervising the employee (serves as the chairperson)
- A tenured member of the division faculty mutually agreed upon by the faculty member being evaluated and the division dean

The components of the evaluation include:

- Student Evaluations for two classes
- Self-Evaluation Report
- Visitation and Report
- Instructor-Peer Conference

The chairperson reviews all pertinent documents. If the review is satisfactory, the chairperson completes a Summary Evaluation Report and submits it and all supporting documents to the Associate Superintendent/Senior Vice President, Academic and Student Affairs. Once signed, the Associate Superintendent/Senior Vice President, Academic and Student Affairs returns the document to the chairperson who then reviews the evaluation with the faculty member. A copy of the Summary Evaluation Report is given to the faculty member being evaluated and submitted to the Associate Superintendent/Senior Vice President, Academic and Student Affairs and Executive Director of Human Resources.

If the evaluation document includes negative findings or the evaluation is less than satisfactory, additional classroom observations are conducted and the chairperson completes a Preliminary Evaluation Report and reviews the findings in a meeting with the employee. The employee may attach an addendum to the report if desired. The Associate Superintendent/Senior Vice President, Academic and Student Affairs and the chairperson develop a plan designed to improve the identified weaknesses. Copies of all reports and supporting documents are submitted to the Associate Superintendent/Senior Vice President, Academic and Student Affairs and Executive Director of Human Resources. An employee receiving a less than satisfactory evaluation is evaluated each year until the deficiency is corrected or the employee is terminated in accordance with California Education Code ([IIIA-11: 2009-2012 PCCFA Agreement](#)).

### *Classified Staff*

Article 16 of the bargaining agreement between the PACCD and the Pasadena Instructional Support Services Unit (ISSU) details the evaluation of performance for classified staff. All



permanent classified staff are evaluated annually and probationary classified staff are evaluated during the third, sixth, and tenth months of the one-year probationary period. The employee's immediate supervisor serves as the evaluator. During the process, the evaluating supervisor first meets with the employee to discuss and/or clarify the District ISSU Performance Evaluation Form. This form asks that the evaluator assess the employee's job performance in several key areas:

- Quality of Work
- Quantity of Work
- Job Knowledge
- Working Relationships
- Organizational Skills
- Observance of Work Schedules
- Optional Factors such as Safety Practices

After the evaluation is completed, the supervisor and employee meet to discuss the results and to set any necessary goals.

Improvement is the focus of all employee evaluations at Pasadena City College. The process designed for administrators, faculty, and classified staff are designed to assess the employee's effectiveness. Upon completion, the process for each group is formal, timely, and well documented. For example, the bargaining agreements between the PACC and both the PCCFA and ISSU detail steps for reporting the results of evaluations. *Board Policy 6320* also explains that when an administrator receives an evaluation indicating a need for improvement, "the evaluator and the administrator will develop a written Personal Development Plan to improve the performance" and that the employee must "receive an overall summary rating of at least Satisfactory or higher in order to receive the scheduled salary step increase" ([IIIA-10: Board Policy 6320: Evaluation of College Administrators](#)).

## **Self-Evaluation**

Since the last self-evaluation, PCC has made several changes in the area of employee performance evaluations. Previous evaluations had identified some dissatisfaction with the evaluation process. In response, a new process for faculty evaluations has been implemented.

The current performance evaluations for employees details the appropriate institutional responsibilities for personnel. For example, evaluations of faculty detail multiple responsibilities around effectively facilitating learning and contributing to the campus community. Evaluations for classified staff details the skill sets required for effective performance. Administrators are also assessed on specific skill sets that are necessary for effective leaders.

Moreover, the College has evaluation mechanisms that show a strong connection between personnel evaluations and institutional effectiveness and improvement. The Board of Trustees's approval of *Board Policy 6320* in June 2012 ensures that administrators are regularly evaluated on how well they advance the Board of Trustees Annual Goals and the College's Educational Master Plan. The self-evaluation portion of the faculty evaluations asks faculty to examine the role of assessment in their teaching and other job responsibilities.

At the time of the last self-evaluation, PCC was implementing a new process for faculty evaluations that would better ensure that evaluations lead to improvement of job performance. This new process includes reflection on assessment, student learning, and participation in shared governance. Additionally, this new process better assesses job performance by having different evaluation forms for instructional faculty, counselors, and librarians.

The Office of Human Resources has taken steps to make the evaluation process more effective. In the 2009 Self-Evaluation, the need to create educational programs to train managers and supervisors in evaluating employees was identified. In response, PCC has joined the Southern California Employee Relations Consortium for the purpose of training managers and supervisors in a variety of areas, including the evaluation process. The Office of Human Resources is preparing a presentation on effective evaluation processes that will be provided to all managers and supervisors.

### **Actionable Improvement Plans**

None.

**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 development and assessment of student learning outcomes is an important part of the curriculum development process. At Pasadena City College, student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees. Course student learning outcomes (credit and non-credit) are developed by faculty and exist in multiple locations:

- Course outlines of record in WebCMS, a publically accessible curriculum management software
- eLumen, student learning outcomes assessment tracking software
- Course syllabi

Student learning outcomes for programs (Certificate of Achievement, Associate in Arts degree, Associate in Science degree, Associate in Arts for Transfer degree, or Associate in Science for Transfer degree) are defined by faculty and are documented in these locations:

- Program outlines of record in WebCMS
- Program reviews in TaskStream
- College catalog

Faculty members, individually and collectively, are engaged in dialogue about student learning. In the 2012-13 academic year, an Annual Assessment Report was instituted to provide faculty the opportunity to document the practices they have developed in course-level student learning outcomes assessment and the improvements implemented as a result of these assessments ([IIIA-15: Annual Assessment Report Template](#)). The Learning Assessment Committee reviews these reports and prepares feedback to departments to recognize their good practices and to offer guidance in improving assessment activities. Additionally, programs are required to document assessment of program learning outcomes in their program reviews ([IB-19: Instructional Program Review Required Outcomes](#)). These requirements are the same for both face-to-face and distance education courses.

The assessment of student learning informs teaching methodologies. Assessment data from Natural Science disciplines indicated an achievement gap for African-American students. The program has since revised the curriculum and applied pedagogical best practices. Since the changes were implemented, a significant decrease in the achievement gap has been seen in Biology courses. These results are noted in the most recent program review for Natural Sciences ([i-67: Natural Sciences Program Review](#)). Similar improvements can be seen in the curriculum redesign and course sequencing for Math and English.

Faculty reflect on assessment and student learning during the evaluation process. Specifically, faculty are asked to document the incorporation and assessment of student learning outcomes in the Self-Evaluation form. The self-evaluation also asks faculty members to reflect on their professional responsibilities, such as assessment ([IIIA-16: Faculty Self-Evaluation](#)).

## Self-Evaluation

Campus-wide discussions have led to improvements. For example, as a result of the assessment of PCC's General Education Outcome #1: Communication, it was determined that professional development in teaching communication should be offered on campus. To meet this recommendation for improvement, the *General Education Colloquium: Focus on Communication* was designed ([IIIA-17: GEO Colloquium Communication Flyer](#)). This one day interactive workshop focused on strategies for preparing students to be competent communicators. A similar workshop was held in Spring 2014 for PCC's General Education Outcome #2: Cognition ([IIA-72: GEO Colloquium Cognition Flyer](#)).

Widespread dialogue about assessment results and gaps in learning are also documented in the Program Review and Annual Assessment Report processes. Participatory governance committees review assessment practices, results, and improvements and respond back to the authors.

Evidence of the development and assessment of student learning outcomes is required of full-time faculty during the evaluation process. Faculty members are required to demonstrate that student learning outcomes are included in course syllabi and course outlines of record. The assessment of student learning and plans for improvement are required in Annual Assessment Reports and Program Reviews. Explanations of these processes and sample reports and reviews are found in Standard IIA of this document.

The General Education Colloquiums have been developed. Full-time and adjunct faculty from across the College reported in survey data that as a result of attending the event, they understand the importance of teaching communication in their classroom ([IIIA-18: GEO Colloquium Survey Results](#)). Additionally, PCC has developed a semester-long training seminar on best practices in assessment and program review for faculty ([IIIA-19: Best Practices in Assessment and Program Review Syllabus](#)). Professional development for assessment is also available for faculty who teach distance education courses. These opportunities are discussed in IIIA.5a of this document.

Pasadena City College meets this standard.

### **Actionable Improvement Plans**

None.

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

#### **Descriptive Summary**

PCC has written codes of ethics for all personnel that clearly identify the standards of behavior that relate to each employee's duties and responsibilities. The College uses these policies to foster ethical behavior from its employees. For example, College Coordinating Council has alternating "ethics check-ins" from each of the shared governance groups at its monthly meetings ([IIIA-20: College Coordinating Council Minutes December 12, 2014](#), [IIIA-21: College Coordinating Council Minutes March 27, 2014](#)).

At the time of the last self-evaluation, Pasadena City College had a code of ethics for the Board of Trustees and faculty. PCC now has a code of ethics for The Board of Trustees and for all personnel:

### *The Board of Trustees*

The Board has a published process for both defining a standard of conduct and for dealing with unethical behavior. *Board Policy 1450: Trustees Code of Ethics* adopts a standard of behavior for all members, including the student trustee, which promotes the Board's commitment to quality ([IIIA-22: Board Policy 1450: Trustees Code of Ethics](#)). *Policy 1450* begins by placing emphasis on the need for the Board to function only as a group and explains the purpose of personal opinions. The policy also discusses how each Trustee will need to balance the needs and advantages of individual service areas with the good of the entire community college district. Additionally, the Trustees Code of Ethics reinforces the role of the Board to make policy and the role of the Superintendent/President to administer policy. The need for confidentiality regarding closed session is also detailed in the policy. *Policy 1450* explores the level of professionalism, including conflict of interest issues, that is needed and the collegiality that is expected from a Board member. *Policy 1450* also explains how to deal with ethical and policy violations. First, it authorizes the Board President and Superintendent/President to consult legal counsel when they become aware of violations. Additionally, the steps for addressing ethical violations, including censure, are detailed in the policy.

### *Faculty*

*Board Policy 3110: Professional Ethics of Faculty* specifies the ethical responsibilities of faculty in five key areas:

- Ethical Responsibilities to Their Disciplines
- Ethical Responsibilities to Their Students
- Ethical Responsibilities to Their Colleagues
- Ethical Responsibilities to Their College
- Ethical Responsibilities to Their Community

The policy details both a formal and informal process for any member of the campus community to follow if he or she thinks that a faculty member has violated any provision of these ethical standards. The informal process is dialogue driven and the formal process calls upon the Academic Senate President to facilitate a formal resolution process ([i-30: Board Policy 3110: Professional Ethics of Faculty](#)).

### *Classified Staff*

Approved by the Board of Trustees in September 2010, *Board Policy 2520: Professional Ethics of Classified Staff* specifies the standards of ethical and professional behavior for members of the classified staff ([i-32: Board Policy 2520: Professional Ethics of Classified Staff](#)). These standards address multiple areas related to the duties of a classified staff member including:

- Honesty and accountability in all District actions and activities.
- Personal, technical and professional integrity in support of the mission of the District.
- Fair and respectful interactions with colleagues, students and the public.
- Avoiding conflict of interest, or its appearance, between their obligations to the District and private business or personal commitments and relationships.
- Addressing issues and work assignments without prejudice.
- Acting within applicable laws, codes, regulations, and District policies and procedures.
- Treating people with respect notwithstanding differences among personal values, beliefs and behaviors of others.
- Maintaining confidentiality regarding information about students, staff, faculty, and administrators obtained in the course of their duties.
- Being a good steward of District resources.
- Maintaining a working and learning environment free from harassment, as defined by District policies.
- Maintaining and enhancing job effectiveness and competency through professional development.
- Respecting the integrity and professionalism of staff, faculty, administrators, and students.
- Making every reasonable effort to create an equal-access learning environment that will help students succeed.

### *Management*

Similar to the ethics policy for faculty, *Board Policy 2500: Managers' Ethical Responsibilities* provides guidelines in several key areas:

- Ethical Responsibility to the Professions
- Ethical Responsibility to the Students
- Ethical Responsibility to Colleagues, Managers, Faculty and Staff
- Ethical Responsibility to the College
- Ethical Responsibility to the Governing Board
- Ethical Responsibility to the Community

Approved by the Board of Trustees in September 2010, *Board Policy 2500* also explains the rights afforded to all managers at Pasadena City College including equity in employment opportunities and due process ([i-31: Board Policy 2500: Managers' Ethical Responsibilities](#)).

## Self-Evaluation

Pasadena City College meets this standard.

The campus climate has been admittedly tense over the last several years and an overall decline in collegiately has been well-documented. This can be seen from the comparison of campus climate from 2010 to 2014 ([IIIA-23: Comparison of 2010 Campus Climate](#)) as well as the 2012 Best Colleges to Work for Campus Climate Survey compared to the 2014 Modern Think Campus Climate Survey. Some campus members have expressed concern that members of the College community have exhibited a general lack of respect for norms of public discourse and professional behavior. To help address this issue, PCC has taken several steps toward improvement. These include the Campus Climate Survey administered by Modern Think in April 2014, the Technical Visit program administered by the statewide Academic Senate for California Community Colleges (ASCCC) and the Community College League of California (CCLC), the possible search for a third-party consultant to work with the campus to improve relations, the consideration of a campus-wide policy to address civility, and the hiring of an Ombudsperson to be a designated neutral or impartial dispute resolution practitioner whose major function is to provide confidential and informal assistance to constituents of the District community. Some of these are discussed in more detail in the self-evaluation portion of standard IV.A3 of this document.

## Actionable Improvement Plans

To improve institutional effectiveness and improve collegiality, the College will develop a plan to ensure all written codes of professional ethics are upheld.

**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

Pasadena City College maintains a sufficient number of qualified faculty members to support its programs and mission. College administration communicates regularly with the Academic Senate leadership in the determination of the number of full-time faculty positions to be recruited each academic year. The number of necessary faculty to be employed at PCC is based on the Operating Budget, program needs and the Full-time Faculty Obligation Number (FFON). The FFON refers to California Code of Regulations Title 5 section 51025 that requires districts to increase the number of full-time faculty over the prior year in proportion to the amount of

growth in funded credit FTES (full-time equivalent students). In Fall 2013, PCC exceeded the FFON by 33 full-time faculty positions as reported by the California Community College's Chancellor's Office, however, the equivalent of 33 full-time faculty are currently reassigned and are not full-time instructional faculty ([IIIA-24: CCCCO FFON Fall 2013](#)).

Program needs are also considered when hiring new faculty. When disciplines or programs request an additional faculty member, the Faculty Hiring Needs Application must be submitted ([IB-70: Faculty Hiring Needs Application](#)). This form requires an evidence-based rationale for the new hire including alignment with the Educational Master Plan. The form also requires evidence from program review that addresses student completion and retention. The Academic Senate Faculty Hiring Needs Committee reviews all applications and uses a rubric to score and prioritize the hiring needs ([IB-71: Faculty Hiring Needs Rubric](#)). *Board Policy 6100: Faculty Hiring* details this process and also provides guidance if the College President differs with the Academic Senate Faculty Hiring Priorities Committee recommendations, as well as a process for addressing unanticipated faculty vacancies ([i-24: Board Policy 6100: Faculty Hiring](#)).

The College adheres to the Educational Master Plan, Annual Board Goals, Operating Budget, and program needs to determine the necessary number of staff and administrators. For classified staff, recommendations for new or replacement positions are made by the area supervisor and approved by the area Senior Vice President. The Request for Employment of Personnel form must be submitted and detail the available funding source and areas of the Educational Master Plan that will be supported by the position ([IIIA-25: Request for Employment of Personnel](#)). After reviewing Area needs, the position requests are submitted to Fiscal Services to ensure availability of funding. Finally, the approved recruitment request is submitted to the Office of Human Resources for recruitment and selection processing. For administrative position requests, recommendations for new or replacement positions are made by the President or Area Senior Vice President and are submitted to Human Resources for recruitment.

Pasadena City College continually evaluates its staffing levels to ensure that there are sufficient faculty, staff, and administrators to support student enrollment levels and the College's goals. Figure 2 illustrates the staffing levels for Fall 2013 as reported by the California Community Colleges Chancellor's Office Data Mart ([IIIA-26: CCCCO Data Mart Website](#)).



| Classified Staff | Classified Managers | Educational Administrators | Full-Time Faculty | Adjunct Faculty | Total |
|------------------|---------------------|----------------------------|-------------------|-----------------|-------|
| 330              | 22                  | 25                         | 365               | 783             | 1525  |

Figure 1 2013 Staffing Levels

## Self-Evaluation

Pasadena City College maintains a sufficient number of qualified faculty with full-time responsibility to the institution. In addition to the full-time positions at the College, adjunct faculty, student workers and other temporary support staff are employed to ensure the District can effectively perform required tasks.

The institution determines the organization of administrative and support staffing by evaluating the effectiveness of the number and organization of its faculty and staff through support of its programs and services through program reviews. The program review process provides information for decisions on program additions, revisions, resource allocation, and deletions. All new and replacement positions are reviewed and approved by the President/Superintendent and by Fiscal Services to ensure adequate funding is available to support positions. Administrative hiring needs are discussed at the College Coordinating Council meetings ([IIIA-27: College Council Agenda December 5, 2013](#), [IIIA-28: College Council Minutes December 5, 2013](#)).

While Pasadena City College meets this standard, improvement is needed. The College has undergone multiple re-organizations between 2011-2014. Each reorganization has created some confusion regarding managerial roles, interim positions, and the need for new administrative positions. Additionally, many campus members have expressed concern that the need to reorganize the College was neither clear nor supported by data or evidence. Consequently, some employees have found it difficult to perform their duties ([IIIA-29: Campus Climate Survey 2014 Response Distribution Report](#)). In Spring 2014, the Academic Senate approved a Resolution Against the Realignment ([IIIA-30: AS Resolution Opposing Realignment](#)) and a faculty senator communicated the possible detrimental effects of the realignment to the Board of Trustees.

The College has used the term manager to indicate all classified supervisors, classified managers, and academic administrators. This has led to inconsistencies in the data provided to the campus as to the true number of administrators. The College needs to provide information consistent with what is submitted in its state reporting to allow for better analysis of staffing throughout the College.

In the hiring of full-time faculty during the 2013-2014 academic year, there was disagreement regarding the process to determine which faculty positions to forward to the Board of Trustees. Specifically, there was confusion regarding the involvement of academic administrators and disagreement on the reconciliation between distinct priorities lists generated by the Academic Senate and the administration. Members of the Academic Senate stated that agreement

had not been reached on which faculty hires to forward to the Board of Trustees, while the Superintendent/President maintained that agreement had been reached. Additionally, faculty have noted in program reviews that requests for new hires are not always met. Inequity in faculty hiring has been noted as smaller programs must compete with hiring requests from larger programs. The College has had a reduction in the number of fulltime faculty resulting from faculty retirements and a lack of backfill. Over the past five years, the number of full-time faculty has been reduced by 29 employees. This has heightened the concerns related to the reliance on part-time faculty.

### **Actionable Improvement Plans**

To improve institutional effectiveness, the College will review, update as necessary, and follow Policy 6100: *Faculty Hiring* to ensure clarity and equity in meeting faculty hiring needs.

To improve institutional effectiveness, the administration will work collegially with shared governance bodies to assess the effectiveness of the recent organizational realignment.

To improve institutional effectiveness, Academic Affairs and the Academic Senate will collaboratively develop policies and procedures for the assignment of reassigned time.

**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**

Pasadena City College has established and adheres to written policies that ensure fairness in all employment procedures. *Board Policy 6000: Nondiscrimination* asserts PCC's commitment to equal opportunity and access to all services and programs without regard to "race, religion, creed, color, national origin, ancestry, age, disability, sex, gender, marital status, or sexual orientation" ([IIIA-31: Board Policy 6000:Nondiscrimination](#)).

Since the last self-evaluation, the College has developed an Equal Employment Opportunity Board Policy and an Equal Employment Opportunity Plan. *Board Policy 3420: Equal Employment Opportunity* illustrates the Board of Trustees' commitment to "build a community in which opportunity is equalized" and contends that diversity in the academic environment "fosters cultural awareness and mutual understanding" ([IIIA-32: Board Policy 3420: Equal](#)

Employment Opportunity). The Equal Employment Opportunity Plan furthers the District's commitment to fairness and equity in employment opportunities (IIIA-1: EEO Plan). This Plan contains:

- an analysis of the demographic makeup of the District's workforce population
- the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity
- employment opportunity programs
- complaint procedures in instances of unlawful discrimination
- guidelines for the establishment of an Equal Employment Opportunity Advisory Committee
- methods to support equal employment opportunity and an environment that is welcoming to all
- procedures for dissemination of the Plan

In addition to ensuring that PCC adheres to all board policies, state and federal regulations, the Executive Director of Human Resources is responsible for ensuring that the College meets the requirements in all bargaining agreements.

The Office of Human Resources also provides Equal Employment Opportunity training for all employees. A new version of this training began on October 1, 2014. This three-hour face-to-face workshop is required for all faculty, staff, and managers who wish to serve on hiring committees.

## **Self-Evaluation**

Pasadena City College meets this standard.

The College has established written policies that ensure fairness in all employment procedures. Currently the District has contracted with the Community College League of California (CCLC) to do a complete revision and realignment of its Board Policies and Administrative Procedures to ensure currency and align the Policy and Procedure numbering system with the CCLC Policy and Procedure Service. By doing so, the District can be sure that as legal updates are supplied by the CCLC in Board Policies, the governing Board is in a position to act swiftly to keep all Board Policies in line with current state and federal statutes.

PCC has illustrated its commitment to equity in the workplace with the recent development of the Equal Employment Opportunity Plan and Board Policy. According to the Equal Employment Plan Handbook, the District will maintain an EEO Advisory Committee to assist

the College in implementing the EEO Plan. The committee is designated to meet a minimum of four times each academic year and have representation from faculty, classified staff, managers, and students. At the time of this writing, the committee has not yet formed.

There are also ways that the College can improve in this area. There is some concern that the requirement of an annual three-year EEO training may place a burden on employees and may therefore limit participation in the hiring process. Some faculty have also expressed dissatisfaction that they have not received compensation for participating on hiring committees that occurred during the Summer of 2014. The Academic Senate has thus established the Ad Hoc Committee on Hiring Issues and Procedures to examine current hiring practices and equity of compensation.

### **Actionable Improvement Plans**

To improve institutional effectiveness, the College will evaluate the effectiveness of the required EEO training.

**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 College is committed to maintaining a standard of record keeping which is secure, confidential, accurate, complete, and permanent. The College has clearly established provisions to ensure the security and confidentiality of personnel records. The College abides by its procedures and employee negotiated agreements in providing employees access to their personnel files. The electronic recordkeeping in Human Resources and Banner have strict security access restrictions. In 2013, PCC hired a Human Resources coordinator to ensure integrity and confidentiality of electronic personnel records.

All employee personnel files are physically located and maintained in a secure area of the HR office and only those with a legitimate business reason have the ability to access said documents. In order to ensure the confidentiality of all files and restrict access to the file areas, a door was added in the area housing Human Resources between the lobby and the working offices. Terminated employee files are kept in a separate but secure location.

In addition to personnel files, other private documents are kept in secure locations. Payroll files are securely maintained in the Payroll Department. Confidential workers' compensation files are maintained in the Risk Management department. Confidential maintenance of personnel files is required by state and federal law.

All union contracts provide that the Office of Human Resources securely maintain personnel files and directs Human Resources to inform employees of their right to review personnel files. Union contracts also explain the process of informing personnel when non-routine material is placed in a personnel folder. More importantly, the employee is given an opportunity to respond to this inclusion so as to ensure they are aware that such information is being placed in their personnel files. In accordance with state and federal law, access to files is granted but is limited to the employee, appropriate administrators and supervisors and authorized staff of the Human Resources Office on a legitimate need-to-know basis. Access is by appointment, during normal business hours of the Human Resources Office when an authorized staff member of Human Resources shall be present to ensure the security of the file.

### **Self-Evaluation**

Pasadena City College maintains personnel records in a way that is confidential and secure. Employees have access to these files in accordance with state and federal law.

Pasadena City College meets this standard.

### **Actionable Improvement Plans**

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.**

### **Descriptive Summary**

The College recognizes that students learn best in environments that are diverse. In partnership with the entire campus, the Office of Human Resources is responsible for fostering and ensuring equity, fairness, and diversity. This occurs in several ways. Ensuring equity in the hiring process is one way that the College supports diversity. Section IIIA.1 of this document details board policies for hiring and highlights the focus to hire a core of diverse personnel.

The development of a policy and plan to promote equal opportunity in the workplace is another way that PCC promotes diversity. *Board Policy 3420: Equal Opportunity* states that the PCC Board of Trustees “agrees that diversity in the academic environment fosters cultural awareness, mutual understanding, harmony and respect, and suitable role models for all students” ([IIIA-32: Board Policy 3420: Equal Opportunity](#)). This policy also codifies the Board’s commitment to promoting an equal opportunity employment program. The details of this program can be found in the College’s Equal Employment Opportunity (EEO) Plan ([IIIA-1: EEO Plan](#)).

Pasadena City College’s Equal Employment Opportunity Plan states:

*PASADENA AREA COMMUNITY COLLEGE DISTRICT (District) is a multicultural community of people from diverse racial, ethnic, linguistic and class backgrounds, with a variety of national origins, religions and political beliefs, physical and mental abilities, and sexual orientations. We recognize the nexus between workforce diversification and the District’s educational goals and mission. Our activities, programs, classes, workshops, lectures, and the everyday interactions of the District are enriched by our inclusion and acceptance of one another as we strive to work together and learn from each other in an environment of positive engagement and mutual respect.”*

Adopted by the Board of Trustees on March 5, 2014, this plan reflects the College’s commitment to equal employment opportunities and contains:

- an analysis of the demographic makeup of the District’s workforce population
- the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity
- employment opportunity programs
- complaint procedures in instances of unlawful discrimination
- guidelines for the establishment of an Equal Employment Opportunity Advisory Committee
- methods to support equal employment opportunity and an environment that is welcoming to all
- procedures for dissemination of the Plan

Most importantly, this plan contains steps to assist the College’s endeavor to hire faculty and staff who are sensitive to and knowledgeable of the needs of the continually changing student body it serves. This commitment is seen in the policy statement developed for the Equal Employment Opportunity Plan:

*The Pasadena Area Community College District is committed to the principles of equal employment opportunity and will maintain a comprehensive program that implements those principles. The District's policy is to ensure that all applicants for employment and employees have full and equal access to employment opportunities; and are not subjected to discrimination in any program or activity of the District on the basis of ethnic group identity, race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, sexual orientation, language, accent, citizenship status, transgender status, parental status, marital status, economic status, veteran status, medical condition, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.*

*The District shall strive to achieve a workforce that is welcoming to men, women, persons with disabilities, and individuals from all ethnic groups to ensure that the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy, and free expression of ideas. The District's Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.*

*The District shall make a continuous good faith effort to comply with all the requirements of this Plan, and to commit to ongoing strategies for increasing the diversity of the District workforce.*

The EEO Plan also contains a detailed complaint process, the development of an Advisory Committee, the creation of a training program for employees serving on hiring committees, and methods to address any significant underrepresentation.

Planning is another way that the College fosters equity, diversity, and fairness. This begins with the Pasadena City College mission statement that asserts the College's commitment to "providing access to higher education for members of the diverse communities within the District service area" ([IIIA-33: Mission Catalog](#)). The influence of this statement is evident in the College's Educational Master Plan and program review process. For example, instructional program reviews ask that student success rates by demographic groups be evaluated and all program reviews, including Student Learning Services and Administrative Units, assess if any professional development is needed.

The involvement of diverse voices on committees is another way that PCC fosters a culture of diversity. *Board Policy 2000 Shared Governance* established broad participation from faculty, staff, management, and students in District and College governance ([i-83: Board Policy 2000: Shared Governance](#)).

## Self-Evaluation

Pasadena City College demonstrates an understanding of and concern for issues of equity and diversity. This is supported through the various policies and practices at PCC including the adoption of the EEO Plan. The EEO Plan illustrates the College's evaluation of its programs and services that promote diversity with an analysis of the district's workforce and applicant pool ([IIIA-1: EEO Plan](#)).

Evidence of the College's commitment is seen in the various programs and services offered. On May 1, 2014, the College hosted a Student Equity Forum to inform the community of the ways that PCC is increasing educational equity and diversity in higher education ([IIIA-34: Student Equity Forum Flyer](#)). The forum highlighted multiple programs and projects in the areas of academic and student affairs as well as emerging and existing College-wide innovations.

The Safe Zone Coalition was one of the programs highlighted at the Student Equity Forum. The vision of the Safe Zones Coalition is to "create a safe campus community through cultural competency which is integral to a successful academic experience." More specifically, the coalition seeks to identify, train, educate, and support allies within the PCC community to help support the needs of Lesbian, Gay, Bisexual, Transgender, and Questioning individuals and undocumented persons. The coalition holds regular trainings on campus and more information can be found on the PCC website ([IIIA-35: Safe Zone Website](#)).

Pasadena City College meets this standard.

## Actionable Improvement Plans

None

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

#### **Descriptive Summary**

The PCC Human Resources department maintains all records for employees including the confidential data required for reporting purposes. As required, this data is reported to the California Community College Chancellor's Office. The EEO plan, described previously in Standard IIIA, states that the College will annually survey the workforce and monitor the applicant pool.

Since the last self-evaluation, PCC has made several improvements in the way that it assesses its record in employment equity and diversity. The EEO Plan describes demographic information



of the College's personnel and analyzes this data to identify any significantly underrepresented groups. Figure 2 illustrates the 5-year Full-time Employee by Ethnicity and Figure 3 identifies the quantity of positions held in each job category by ethnicity.

### 5-Year Fulltime Employee Ethnicities

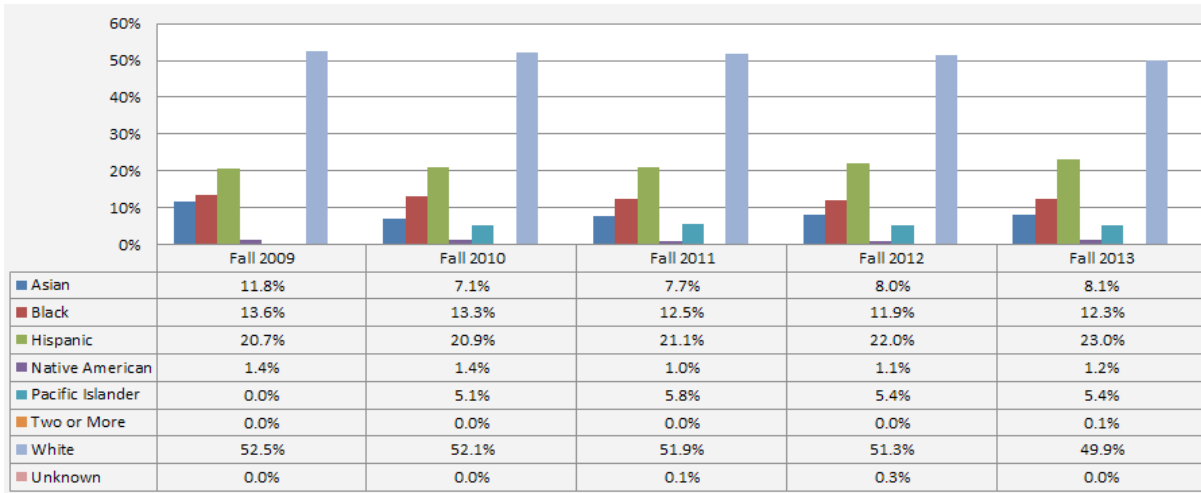


Figure 2 Full-Time Employee by Ethnicity

### Fall 2013 Employee Ethnicity by Job Category

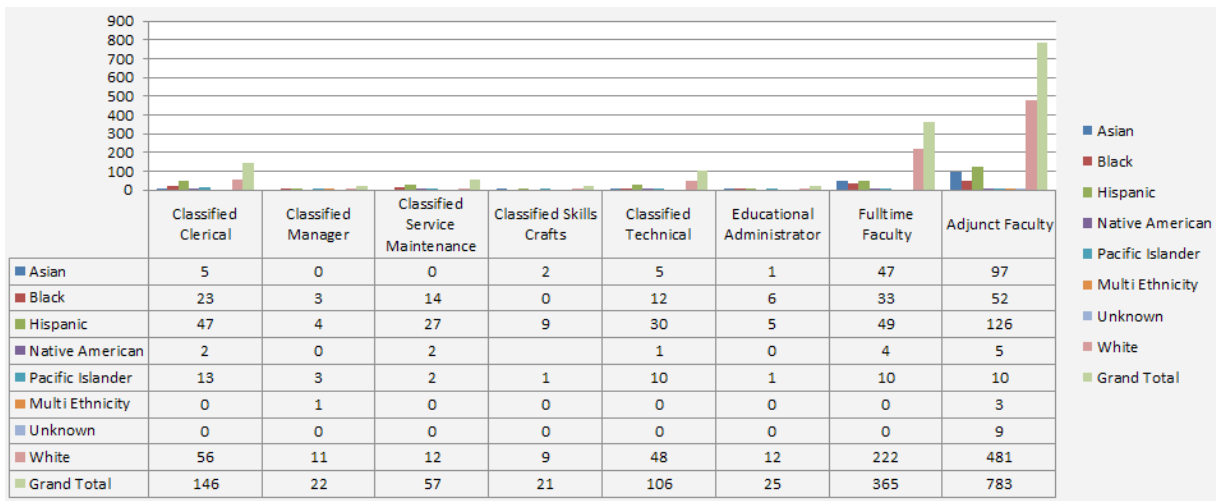


Figure 3 Employee Ethnicity by Job Category

The analysis of this information, according to the EEO plan, found that the Fall 2013 overall total workforce ethnicity distribution from highest percentage to lowest was as follows: White 56% (851); Hispanic 19% (297); Asian 10% (157); African-American 7% (103); Pacific Islander 3% (50); and Alaskan/American Indian 1% (14). The data illustrates that the White group occupied 56% of the jobs in the District, and all other ethnic groups combined occupied the remaining 44% of the jobs ([IIIA-1: EEO Plan](#)).

When using this data to address under-representation, it was found that either the White group or the Hispanic group held the largest quantity of positions. When compared to these two groups, the analysis revealed the following information:

**AFRICAN-AMERICANS** were significantly underrepresented in the job categories of Classified Skilled Craft (0%), Fulltime Faculty (15%), and Adjunct Faculty (11%).

**ASIANS** were significantly underrepresented in the job categories of Classified Clerical (9%), Classified Manager (0%), Classified Service Maintenance (0%), Classified Skilled Craft (10%), and Adjunct Faculty (20%).

**HISPANICS** were not underrepresented in any category; and held the highest quantity of positions in the Classified Service Maintenance and Classified Skilled Crafts job categories.

**ALASKAN/AMERICAN INDIANS** were significantly underrepresented in the job categories of Classified Clerical (4%), Classified Manager (0%), Classified Service Maintenance (17%), Classified Skilled Craft (0%), Classified Technical (2%), Educational Administrator (0%), Fulltime Faculty (2%), and Adjunct Faculty (1%).

**PACIFIC ISLANDERS** were significantly underrepresented in the job categories of Classified Service Maintenance (7%), Classified Skilled Craft (11%), Educational Administrator (8%), Fulltime Faculty (5%), and Adjunct Faculty (2%).

**WHITES** were not underrepresented in any category; and held the highest quantity of positions in all job categories, except Classified Service Maintenance (44%); and therefore, was the representative group to which the other groups were compared.

The College has also gathered data on self-identified gender classification. Figure 4 illustrates the job categories by gender for Fall 2013.

## Fall 2013 Gender by Job Category

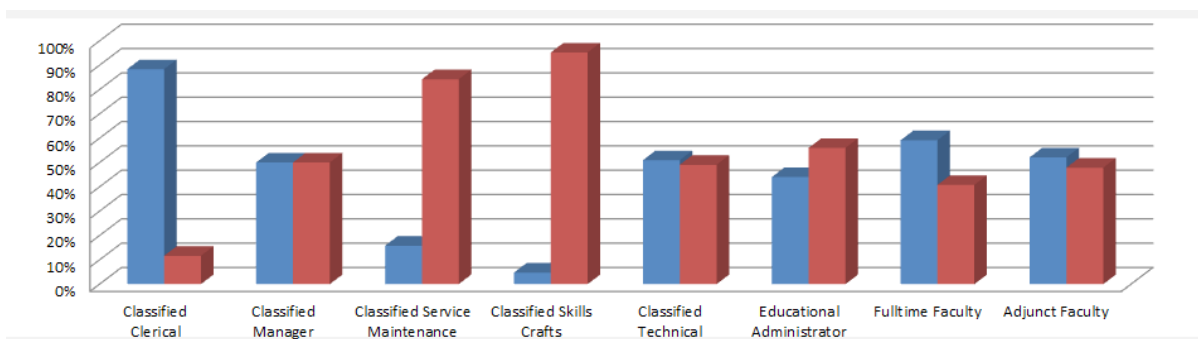


Figure 4 Gender by Job Category

Blue: Female; Red: Male

Analysis of this data revealed that of the 1,525 employees in Fall 2013, 55% (839) self-identified as female and 45% (686) as male. Underrepresentation analysis also revealed that males were significantly underrepresented in the job category of Classified Clerical (13%) and females were significantly underrepresented in the job categories of Classified Skilled Craft (5%) and Classified Service Maintenance (19%).

The College has used this information to develop methods to address under-representation. Sections 12 and 13 of the EEO Plan provide methods for addressing underrepresentation. The steps include reviewing recruitment procedures, increasing the advertisement and recruitment budget, increasing monitoring of underrepresented groups, hosting job fairs, and employee surveys. The methods to increase diversity in the workforce also call for updating the procedures for the applicant screening and selection process. The additional steps of developing an intern program and additional monitoring is also suggested for instances when a significant underrepresentation in a job category is present.

### Self-Evaluation

The mission of Pasadena City College states that PCC is “committed to providing access to higher education for members of the diverse communities within the District Service area.” This commitment to promoting diversity is also seen in one of PCC’s Institutional Core Values:

***An Appreciation for Diversity***

*We recognize that a diverse community of learners enriches our educational environment.*

The College gathers information on employee demographics. Furthermore, the College assesses this information and uses the results for improvement. PCC self-identified the need to assess the status of diversity programs in its 2009 Self-Evaluation. The development and adoption of the EEO Plan illustrates the College’s commitment to addressing this recommendation.

The College meets this standard.

## Actionable Improvement Plans

None.

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

#### Descriptive Summary

Bargaining agreements, Board Policy, and state law determine procedures for the treatment of its administration, faculty, staff and students. Results of the Modern Think Survey indicate dissatisfaction in this area ([IIIA-29: Campus Climate Survey 2014 Response Distribution Report](#)).

The managements, classified, and faculty contracts all contain language regarding the treatment of personnel and the appropriate process for grievances. In addition to a statement of nondiscrimination, Articles 10 and 11 of the collective bargaining agreement between the Pasadena Area Community College District (PACCD) and the PCC Faculty Association (PCCFA) detail the process for disputes and grievances ([IIIA-11: 2009-2012 PCCFA Agreement](#)). The PACCD and the Pasadena Instructional Support Services Unit (ISSU) addresses nondiscrimination in Article 6 and the grievance process in Article 18 for classified employees ([IIIA-36: ISSU Contract](#)). The disciplinary process as well as other policies for management is detailed in the Management Handbook ([IIIA-37: Management Handbook](#)), which was last updated in 2003.

Additionally, in compliance with Title 5 of the California Code of Regulations, PCC has policies against unlawful discrimination. *Board Policy 2200: Sexual Harassment* defines, gives examples of, and provides a process for complaints for both quid pro quo conduct and hostile work environment sexual harassment ([IIIA-38: Board Policy 2200: Sexual Harassment](#)). Discrimination on the basis of disability is prohibited by *Board Policy 2230: Disability Discrimination* ([IIIA-39: Board Policy 2230: Disability Discrimination](#)). Each institutional policy that demonstrates the integrity of how the College treats its employees provides a detailed complaint process. Moreover, the College's EEO plan provides a process for complaints alleging violation of any EEO regulation including unlawful discrimination or harassment ([IIIA-1: EEO Plan](#)). Section 6 of the EEO plan provides detailed information for the complaint process and includes complaint forms, the rights of both the complainant and respondent, and clear rules regarding confidentiality and retaliation.

PCC has several ways to ensure the fair treatment of students. *Board Policy 4520: Student Conduct and Academic Honesty* defines a student code of conduct, identifies the types of conduct subject to discipline, and details the student discipline process ([i-19: Board Policy 4520: Student Conduct and Academic Honesty](#)). The student code of conduct is also found in the Student

Handbook ([i-20: Student Handbook](#)). The Student Handbook contains a grade appeals process and statements regarding sexual harassment and discrimination. In addition to being posted on the College website, this information is found in the online student orientation ([i-21: Online Orientation Website](#)). A version of this handbook is available for students that take continuing education classes at the PCC Community Education Center ([i-22: CEC Student Handbook](#)). Additional support, identification of resources, and an explanation of student rights for undocumented students can be found in the AB540/Undocumented Student Handbook ([i-23: AB540 Undocumented Student Handbook](#)).

### **Self-Evaluation**

PCC ensures that personnel and students are treated fairly by having the appropriate policies and procedures and the College could improve by ensuring that these policies and procedures are followed consistently.

For personnel, the College adheres to all bargaining agreements and the Office of Human Resources is responsible for upholding and implementing these policies and procedures. For students, information regarding rights, resources, and due process is available to the student population in the College catalog. Although bargaining agreements, policies and state law are in place, in practice many faculty and classified staff are dissatisfied with the degree of integrity practiced at the College ([IIIA-29: Campus Climate Survey 2014 Response Distribution Report](#)).

The Management Handbook needs to be updated. The handbook is eleven years old and needs to include the practice of “retreat rights” for faculty who become managers.

Pasadena City College meets this standard.

### **Actionable Improvement Plans**

To improve institutional effectiveness, the College will develop policies and/or procedures for the regular review and maintenance of all staff and student handbooks.

**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.**

### **Descriptive Summary**

Pasadena City College has significant professional learning offerings to meet the needs of its personnel. Various bodies on campus provide professional learning, including:

- Academic Senate Faculty Development Committee
- Academy of Professional Learning (APL)
- Distance Education (DE)
- Teaching & Learning Center (TLC)

#### *Academic Senate Faculty Development Committee*

The Academic Senate Faculty Development Committee's function is to "make decisions concerning Flex Day activities and other staff development functions and directions" ([IIIA-40: Academic Senate Committees Website](#)). The Academic Senate has recently sponsored Professional Learning (FLEX) Days where workshops/seminars on the following topics occurred:

- Accreditation
- Course Review
- LancerPoint (Technology Training)
- Grant Writing
- English Language Learners and Academic Writing
- Canvas (Technology Training)
- Assessment
- Teaching the 21st Century Student
- Curriculum Redesign
- Advising 101
- Safe Zones/Social Justice

- Effective Strategies for Athletes
- Effective Strategies for Veterans
- Effective Strategies for International Students
- Technology in the Classroom
- Integrating Film in the Classroom
- First-Year Experience-College One
- Instructional Design for Online Classes
- Psychological Services
- DSP&S/Autism
- Faculty Collaboration
- Reading Apprenticeship
- Project Based Learning
- Acceleration
- CCCSE Survey Results
- Habits of Mind
- Modular Classroom
- College Diversity
- What Works: Program Review

The Academic Senate Faculty Development Committee now oversees funds for faculty conference attendance. The administration and Senate are working to determine the uses for funding provided to the Academic Senate for professional learning purposes. These include discipline specific and curriculum retreats for faculty. Requests must support the Educational Master Plan ([IIIA-41: 2014 Conference Travel Application](#), [IIIA-42: FAQ's for Conference Travel](#)).

## *Academy of Professional Learning*

Following attendance at a BSILI conference, the Academy of Professional Learning (APL) launched in Fall 2013 with the following mission:

Our mission is to foster institutional excellence through inquiry based practice and collaborative learning opportunities. By engaging faculty, staff, and managers in organizational, instructional, and personal development, we promote collegiality and student achievement.

APL has offered the following:

- Extended seminars for faculty members in Problem Based Learning, Growth Mindset, Reading Apprenticeship, ePortfolios, SLO Assessment, and Program Review
- Safe Zone Training (equips employees to support undocumented, Veterans, and LGBTQ students)
- All Employee Book Club
- Two Faculty Professional Learning Days preceding the start of the Fall 2013 term
- Classified Professional Learning Days
- Ongoing training for new campus technologies
- 3CSN co-sponsored seminar addressing integration of Instruction and Student Support Services
- New and adjunct faculty orientations
- General Education Colloquium
- One City, One Story and One College, One Book events
- Support for instructional department retreats
- Project Management Seminar
- Multiple guest speaker events
- Human Resource Workshop: Medical Leaves ([IIIA-43: Human Resources Workshop Medical Leaves](#))



### *Teaching and Learning Center*

PCC's Teaching and Learning Center (TLC) is devoted to the scholarship of teaching and learning. Its mission has evolved over the past decade; currently, its primary focus is serving the needs of first and second year Pathways students and their instructors. One way that the TLC achieves its vision of being an "inclusive community of practice dedicated to the success of all PCC students and faculty" is to be actively involved in "implementing and evaluating professional learning opportunities for new, returning, and adjunct faculty" ([IIIA-44: TLC Vision Website](#)). TLC staff believe that professional learning is integral to the success of any program. Over the last six years, the TLC has sponsored or co-sponsored a variety of program and campus-wide professional learning events for faculty and staff:

- Retreats at the Kellogg West Retreat Center at Cal Poly Pomona
- One-day retreats on campus as well as off campus (Altadena Country Club)
- Faculty Inquiry groups in Pre-Algebra, Beginning Algebra, and Intermediate Algebra; sponsored by the Carnegie Foundation for the Advancement of Teaching and documented on their website, "Windows on Learning"
- Annual Summer training for Math Jam teachers, staff, and tutors
- Conference travel related to TLC projects
  - National Association of Foreign Student Advisors
  - Santa Barbara City College Dual Enrollment Conference, "Get Focused, Stay Focused"
  - The Annual League of Innovation Conference
  - Baltimore conference
  - First Year Experience for Veterans conference
- ESL Acceleration Conference

Additional professional development opportunities are also available. CTE faculty participate in regular professional development training as part of their two-year review cycles, and, in some cases, their own accreditation requirements. The College utilizes Carl D. Perkins Career and Technical Education Improvement Act (CTEA) funding for these purposes.

Board members, faculty, staff, and managers are regularly provided with opportunities to attend local, state, and national conferences including conferences hosted by the California Community College League of California, California Community College Chancellor's Office, Accrediting Commission for Community and Junior Colleges, and the RP Group. *Board Policy 5250: Professional Conference Attendance* "encourages continuous professional development among faculty, staff, managers, and Board members" and provides a process for conference attendance

([IIIA-45: Board Policy 5250: Professional Conference Attendance](#)). Additionally, *Board Policy 1820: Board Conference Attendance* encourages Board members to attend professional development events ([IIIA-46: Board Policy 1820: Board Conference Attendance](#)).

Faculty are also provided with employee benefits while on sabbatical leave. The College, in accordance with the bargaining agreement with the PCCFA, will fund sabbatical leave requests for 2-4% of the full-time regular or contract positions. Full-time faculty who have been employed full time for at least six years may apply for this leave to pursue professional study, research, and/or approved travel. The Sabbatical Leave Committee, an operational committee of the Academic Senate, reviews the applications and makes recommendations to the Board of Trustees.

PCC also offers professional development opportunities specific to distance education. For instructors that are new to online or hybrid teaching, *Board Policy 3230: Distance Education* requires that instructors meet minimum training requirements ([i-14: Board Policy 3230: Distance Education](#)). Faculty may either receive financial support from PCC to complete four 4-week courses through the @One Project or complete the semester-long Course Developer Institute. The four courses offered through the @One Project include Introduction to Online Teaching and Learning, Building Online Community with Social Media, Creating Accessible Online Courses, and Designing Effective Assessments.

For instructors that have taught distance education courses in the past five years and need additional professional development, the PCC Distance Education Department offers a 3-hour Distance Education Orientation on the main campus that addresses current policies, procedures, and teaching methods. Additional workshops to learn CANVAS, PCC's Learning Management System, are offered in a variety of methods and times. The PCC Distance Education Handbook provides additional resources for faculty who teach online ([IIIA-47: Distance Education Handbook](#)). The Distance Education Department and Academic Senate Distance Education Committee are consistently offering new professional learning opportunities.

## **Evaluation**

Pasadena City College meets this standard.

Pasadena City College provides appropriate learning opportunities for managers, staff, and faculty. These offerings have increased significantly since the last self-evaluation and the College continues to expand these offerings to meet the needs of its employees.

As noted in the 2012 midterm accreditation report, the College developed a comprehensive professional development program to coordinate the professional development of all employees and proposed *Board Policy 6030 Professional Development Program* and its procedures. The development of the policy and its procedures was reported to the College Council on February 29 and March 28, and on April 25, 2012 it was reported to the College Council that the Professional Development Policy had gone through CAPM and would be brought back to the

College Council as an information item at a future meeting, however, because at the time CAPM meetings were not following the Brown Act, no minutes exist. Policy 6030 never went to the Board of Trustees and has not yet been approved as a college-wide policy.

The policy would be one way to help clarify the process through which professional development is planned through the shared governance process, in part because the Academic Senate Executive Committee has concerns about the way in which APL was created and funded. As a way to resolve the issues surrounding professional development, the PD Shared Governance Committee was reconvened in Fall 2014 and is reviewing Policy 6030 as a way to clarify how professional development will be handled on campus and APL's role in relation to campus-wide professional development. Some campus members have expressed concern that the current membership of the PD committee does not include the Associate Dean, Pathways and Professional Learning or a representative from APL.

### **Actionable Improvement Plans**

To improve institutional effectiveness, the College will develop a comprehensive professional development plan.

**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**

Pasadena City College evaluates professional development programs in a variety of ways. This evaluation begins with the assessment of professional learning needs for all employees. In Spring 2013, the Academy of Professional Learning performed a comprehensive assessment of the professional learning needs at PCC ([IIIA-48: APL Survey Full-Time Faculty](#), [IIIA-49: APL Survey Adjunct](#), [IIIA-50: APL Survey Classified](#), [IIIA-51: APL Survey Managers](#)). 72 Full-time faculty responded to APL's online survey. Of the respondents, nearly half indicated that PCC did not provide them with the necessary professional support. This finding was consistent with adjunct faculty and managers who replied to the survey. Approximately 75% of classified staff indicated that the professional learning opportunities were insufficient to support growth.

APL also asked each constituency group their preference in topics for professional learning events and activities. This data is used to guide professional learning opportunities. For example, the survey results were used to determine the topics of the Faculty Professional Learning Days offered prior to the start of the Fall 2013 semester.

In addition to assessing professional learning needs, program and event organizers have participants complete anonymous evaluation forms that are later used for improvement. These evaluations include larger campus events such as Professional Learning Days, FLEX Days, and General Education Colloquiums as well as events focused on specific populations such as Weekend College and online teaching orientations ([IIIA-52: Evaluation Building Our Practice](#), [IIIA-53: Evaluation Faculty Professional Learning Days 2013](#), [IIIA-54: Evaluation GE Colloquium Spring 2014](#), [IIIA-55: Evaluation Online Faculty Orientation](#), [IIIA-56: Evaluation Weekend College Orientation](#)).

## **Self-Evaluation**

Pasadena City College systematically evaluates professional learning opportunities to ensure that professional development opportunities are addressing the needs of all campus constituencies. For example, results of the evaluation regarding professional learning opportunities revealed that classified staff wanted more opportunities for professional learning. As a result, APL has worked with the Classified Senate to provide multiple opportunities that address the needs of the classified personnel. The evaluations from these individual events are very positive and are being used to inform future professional learning events for classified staff ([IIIA-57: Evaluation Classified Canvas Training](#), [IIIA-58: Evaluation Classified Lancer Point Budget and Requisitions](#), [IIIA-59: Evaluation Classified Smart Room](#), [IIIA-60: Evaluation Classified Undocumented Ally Training](#)).

Evaluations of individual programs and event offerings are also conducted and used for improvement. The evaluations of the 2-day 2013 Faculty Professional Learning Days indicated that 58.6% of attendees attended 1 or 2 workshops rather than the 18% of attendees that attended 5 or 6 workshops. As a result, the organizers hosted a 1-day event for Fall 2014. The College could improve by actively assessing all professional learning events including FLEX Days. The practice of evaluating professional learning programs will continue as PCC's professional development opportunities increase in the future. Pasadena City College meets this standard.

### **Actionable Improvement Plans**

None.

**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 is integrated with institutional planning. The College systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Since the last self-evaluation, PCC has developed a program review process that requires all programs, areas, and units to use consistent data sets to evaluate needs and current use of human resources. This analysis becomes part of the program's improvement plan and then informs the area or unit plans and is used in the Faculty Hiring Needs Application.

All programs and unit reviews are examined by the College's Institutional Effectiveness Committee (IEC). In addition to informing area and unit plans, human resource needs identified in program and unit reviews inform the IEC's annual broad recommendations. This helps the College identify broad needs related to human resources ([i-55: IEC Broad Recommendations 2012-2013](#)). As a result, PCC hired a Dean to oversee CTE programs in Fall 2013 ([i-86: IEC Recommendations 2013 Tracking](#)).

Assuring that the acquisition of human resources supports the College's Educational Master Plan (EMP) is another way that human resource planning is integrated with institutional planning at PCC. This can be seen with the hiring of full-time faculty members. When disciplines or programs request hiring an additional faculty member, the Faculty Hiring Needs Application must be submitted ([IB-70: Faculty Hiring Needs Application](#)). This form requires an evidence-based rationale for the new hire including alignment with the Educational Master Plan. The form

also requires evidence from program review that addresses student completion and retention. The Academic Senate Faculty Hiring Needs Assessment Committee reviews all applications and uses a rubric to score and prioritize the hiring needs ([IB-71: Faculty Hiring Needs Rubric](#)).

Support for the EMP is also required for the hiring of staff and managers. The College adheres to the Educational Master Plan, Annual Board Goals, Operating Budget, and program needs to determine the necessary number of staff and administrators. For classified staff, recommendations for new or replacement positions are made by the area supervisor and approved by the area Senior Vice President. The Request for Employment of Personnel form must be submitted and detail the available funding source and areas of the Educational Master Plan that will be supported by the position ([IIIA-25: Request for Employment of Personnel](#)). For administrative position requests, recommendations for new or replacement positions are made by the President or Area Senior Vice President.

The Office of Human Resources also assesses itself to ensure that it is meeting its stated mission and goals. Since the last self-evaluation, PCC has developed a process of Administrative Unit (AU) Reviews. The development of AU Reviews presented the Office of Human Resource with the opportunity to develop its own mission statement and outcomes. The AU Review then allows the Office of Human Resources to evaluate its own effectiveness at meeting those outcomes ([IIIA-61: HR Unit Review](#)). The results and recommendations of this AU Review also directly inform the planning process.

## **Self-Evaluation**

Since the last self-evaluation, PCC has strengthened its processes for determining adequate staffing levels. The development of the program review process is the major factor for this increase in institutional effectiveness. Programs must now use evidence-based reasoning for the assessment of their human resources. Requests for additional staffing must be supported by the program review process and must support the College's Educational Master Plan.

Pasadena City College meets this standard.

## **Actionable Improvement Plans**

None.

## Evidence List for Standard IIIA

|  |         |
|--|---------|
| <a href="#"><u>2009-2012 PCCFA Agreement</u></a>   | IIIA-11 |
| <a href="#"><u>2014 Conference Travel Application</u></a>  | IIIA-41 |
| <a href="#"><u>AB540 Undocumented Student Handbook</u></a>   | i-23    |
| <a href="#"><u>Academic Senate Committees Website</u></a>  | IIIA-40 |
| <a href="#"><u>Adjunct Counselors Announcement</u></a>   | IIIA-5  |
| <a href="#"><u>Annual Assessment Report Template</u></a>   | IIIA-15 |
| <a href="#"><u>APL Survey Adjunct</u></a>  | IIIA-49 |
| <a href="#"><u>APL Survey Classified</u></a>   | IIIA-50 |
| <a href="#"><u>APL Survey Full-Time Faculty</u></a>  | IIIA-48 |
| <a href="#"><u>APL Survey Managers</u></a>   | IIIA-51 |
| <a href="#"><u>AS Resolution Opposing Realignment</u></a>  | IIIA-30 |
| <a href="#"><u>Automotive Technology Instructor Fall 2014 Announcement</u></a>                         | IIIA-2  |
| <a href="#"><u>Best Practices in Assessment and Program Review Syllabus</u></a>                        | IIIA-19 |
| <a href="#"><u>Board Policy 1450: Trustees Code of Ethics</u></a>                                      | IIIA-22 |
| <a href="#"><u>Board Policy 1680 Evaluation of the Performance of the Superintendent/President</u></a> | IIIA-9  |
| <a href="#"><u>Board Policy 1820: Board Conference Attendance</u></a>                                  | IIIA-46 |
| <a href="#"><u>Board Policy 2000: Shared Governance</u></a>  | i-83    |
| <a href="#"><u>Board Policy 2200: Sexual Harassment</u></a>  | IIIA-38 |
| <a href="#"><u>Board Policy 2230: Disability Discrimination</u></a>                                    | IIIA-39 |
| <a href="#"><u>Board Policy 2500: Managers' Ethical Responsibilities</u></a>                           | i-31    |
| <a href="#"><u>Board Policy 2520: Professional Ethics of Classified Staff</u></a>                      | i-32    |
| <a href="#"><u>Board Policy 3110: Professional Ethics of Faculty</u></a>                               | i-30    |
| <a href="#"><u>Board Policy 3230: Distance Education</u></a>   | i-14    |
| <a href="#"><u>Board Policy 3420: Equal Employment Opportunity</u></a>                                 | IIIA-32 |
| <a href="#"><u>Board Policy 4520: Student Conduct and Academic Honesty</u></a>                         | i-19    |
| <a href="#"><u>Board Policy 5250: Professional Conference Attendance</u></a>                           | IIIA-45 |
| <a href="#"><u>Board Policy 6000:Nondiscrimination</u></a>   | IIIA-31 |
| <a href="#"><u>Board Policy 6100: Faculty Hiring</u></a>   | i-24    |
| <a href="#"><u>Board Policy 6100: Full Time Faculty Hiring</u></a>                                     | i-24    |
| <a href="#"><u>Board Policy 6150: Part Time Faculty Hiring</u></a>                                     | i-25    |
| <a href="#"><u>Board Policy 6200 Classified Hiring Policy</u></a>                                      | i-26    |
| <a href="#"><u>Board Policy 6300: Administrator Hiring Policy</u></a>                                  | i-27    |
| <a href="#"><u>Board Policy 6320: Evaluation of College Administrators</u></a>                         | IIIA-10 |
| <a href="#"><u>Campus Climate Survey 2014 Response Distribution Report</u></a>                         | IIIA-29 |
| <a href="#"><u>CCCCO Data Mart Website</u></a>   | III-26  |
| <a href="#"><u>CCCCO FFON Fall 2013</u></a>  | IIIA-24 |
| <a href="#"><u>CEC Student Handbook</u></a>  | i-22    |

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|---|------------------------------------|
| <a href="#"><u>College Coordinating Council Minutes December 12, 2014</u></a>     | IIIA-20                            |
| <a href="#"><u>College Coordinating Council Minutes March 27, 2014</u></a>        | IIIA-21                            |
| <a href="#"><u>College Council Agenda December 5, 2013</u></a>                    | IIIA-27                            |
| <a href="#"><u>College Council Minutes December 5, 2013</u></a>                   | IIIA-28                            |
| <a href="#"><u>Comparison of 2010 Campus Climate</u></a>                          | IIIA-23                            |
| <a href="#"><u>Controller 2014 Announcement</u></a>                               | IIIA-6                             |
| <a href="#"><u>Distance Education Handbook</u></a>                                | IIIA-47                            |
| <a href="#"><u>EEO Plan</u></a>   | IIIA-1                             |
| <a href="#"><u>Evaluation Building Our Practice</u></a>                           | IIIA-52                            |
| <a href="#"><u>Evaluation Classified Canvas Training</u></a>                      | IIIA-57                            |
| <a href="#"><u>Evaluation Classified Lancer Point Budget and Requisitions</u></a> | IIIA-58                            |
| <a href="#"><u>Evaluation Classified Smart Room</u></a>                           | IIIA-59                            |
| <a href="#"><u>Evaluation Classified Undocumented Ally Training</u></a>           | IIIA-60                            |
| <a href="#"><u>Evaluation Faculty Professional Learning Days 2013</u></a>         | IIIA-53                            |
| <a href="#"><u>Evaluation GE Colloquium Spring 2014</u></a>                       | IIIA-54                            |
| <a href="#"><u>Evaluation Online Faculty Orientation</u></a>                      | IIIA-55                            |
| <a href="#"><u>Evaluation Weekend College Orientation</u></a>                     | IIIA-56                            |
| <a href="#"><u>Faculty Hiring Needs Application</u></a>                           | IB-70                              |
| <a href="#"><u>Faculty Hiring Needs Rubric</u></a>                                | IB-71                              |
| <a href="#"><u>Faculty Self-Evaluation</u></a>                                    | IIIA-16                            |
| <a href="#"><u>FAQ's for Conference Travel</u></a>                                | IIIA-42                            |
| <a href="#"><u>GEO Colloquium Cognition Flyer</u></a>                             | IIA-72                             |
| <a href="#"><u>GEO Colloquium Communication Flyer</u></a>                         | IIIA-17                            |
| <a href="#"><u>GEO Colloquium Survey Results</u></a>                              | IIIA-18                            |
| <a href="#"><u>HR Unit Review</u></a>   | IIIA-61                            |
| <a href="#"><u>Human Resources Workshop Medical Leaves</u></a>                    | IIIA-43                            |
| <a href="#"><u>IEC Broad Recommendations 2012-2013</u></a>                        | i-55                               |
| <a href="#"><u>IEC Recommendations 2013 Tracking</u></a>                          | i-86                               |
| <a href="#"><u>Instructional Program Review Required Outcomes</u></a>             | IB-19                              |
| <a href="#"><u>ISSU Contract</u></a>  | IIIA-36                            |
| <a href="#"><u>Job Fair Flyer</u></a>   | IIIA-7                             |
| <a href="#"><u>Library Technician IV Fall 2014 Announcement</u></a>               | IIIA-3: Library Technician IV Fall |
| <a href="#"><u>2014 Announcement</u></a>  | IIIA-3                             |
| <a href="#"><u>Management Handbook</u></a>  | IIIA-37                            |
| <a href="#"><u>Minimum Qualifications Handbook</u></a>                            | i-28                               |
| <a href="#"><u>Mission Catalog</u></a>  | IIIA-33                            |
| <a href="#"><u>Natural Sciences Program Review</u></a>                            | i-67                               |
| <a href="#"><u>Online Orientation Website</u></a>                                 | i-21                               |



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|--|---------|
| <a href="#"><u>Preliminary Evaluation Forms</u></a>                                | IIIA-12 |
| <a href="#"><u>Request for Employment of Personnel</u></a>                         | IIIA-25 |
| <a href="#"><u>Review of Professional Responsibilities and Characteristics</u></a> | IIIA-13 |
| <a href="#"><u>Safe Zone Website</u></a>   | IIIA-35 |
| <a href="#"><u>Student Equity Forum Flyer</u></a>                                  | IIIA-34 |
| <a href="#"><u>Student Evaluation Form</u></a>                                     | IIIA-14 |
| <a href="#"><u>Student Handbook</u></a>  | i-20    |
| <a href="#"><u>TLC Vision Website</u></a>  | IIIA-44 |
| <a href="#"><u>Upward Bound Program Coordinator Announcement</u></a>               | IIIA-4  |
| <a href="#"><u>Violation of Board Policy 6100 Meeting Resolution</u></a>           | IIIA-8  |

