



**STATE CENTER COMMUNITY COLLEGE
DISTRICT HUMAN RESOURCES STAFFING
PLAN
2014-2016**

To cabinet for review on 1/13/14;
second review on 1/23/14;
to communication council 1/28/14
To HRSPT 3-14-14 with "1st read" input from constituent groups
To Cabinet 3-17-14 with "1st read" input from constituent groups
Reflects changes following 3/27/14 meeting
Comments have been removed for the most part 3/28/14
Includes Diane's personal notes from March 30th
Includes 4:00 p.m. comments March 31, 2014
Includes revisions from HR Staffing Plan Taskforce on 4/2/14

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Note: Page numbers for the appendices will change as the document is finalized

Executive Summary

The Human Resources (HR) Staffing Plan assists the colleges, centers, sites, and district office to systematically identify and prioritize their staffing needs over a period that is aligned to the district's four-year strategic planning cycle. As the plan will be implemented in the second year of the 2012-16 strategic plan, there will be an update of the HR Staffing Plan (Staffing Plan) in two years as the district transitions to the 2016-2020 plan. This ensures that the Staffing Plan will be aligned to the goals in SCCCD's 2016-2020 strategic plan and on the same schedule for development and review.

The Staffing Plan will provide staffing metrics and require colleges, centers, sites, and the district office to use a gap analysis to ensure sufficient staffing resources. However, at this point the district does not have the employee data necessary to develop metrics and complete a gap analysis. To address this issue, the district is currently recruiting for a 19-hour per week HRMS Analyst who will provide this data. Gap analysis requires a comparison of current staffing levels to future staffing needs as informed by data, assumptions, and known constraints, inclusive of estimated growth and attrition rates, as well as a variety of other factors. The result is a range from current to optimum staffing levels.

The Office of Human Resources will provide data which together with the metrics and gap analysis will assist the colleges, centers, sites, and the district office in formulating their yearly hiring proposals. These hiring proposals will be based on their resource allocations and communicated to the Chancellor's Cabinet as part of their annual budgets. The staffing proposals will reflect the need to meet the colleges', centers', sites', and the district office's strategic planning goals and/or objectives.

One of the charges of the HR Staffing Plan Taskforce was to make a recommendation on whether this Taskforce should evolve into a standing committee. It is the recommendation of this Taskforce that there should be a Human Resources Staffing Advisory Committee. This committee should be responsible for oversight of this plan to ensure it is effective. Once this HR Staffing Plan is approved by the Board of Trustees, the Taskforce will propose an Operating Agreement for a standing committee.

The Staffing Plan also contains a section which describes the processes for evaluating the overall hiring process and staffing needs districtwide, as well as the timeline which facilitates the integration of the Staffing Plan with the other districtwide plans such as the strategic, resource allocation, technology and facilities plans.

This is the district's first integrated Staffing Plan. The gap analysis portion of the Staffing Plan is intended to assist in the planning processes of each college, center, site, and the district as a whole. The use of staffing metrics for staffing requests serves as an operational guideline to inform the process of staffing to identify areas of critical need. It is likely the subsequent annual

Staffing Plan updates will follow the methodology established for this initial Staffing Plan. This will, of course, depend upon the annual evaluation of the Human Resources Staffing Advisory Committee.

The Human Resources Staffing Plan, like the Resource Allocation Model, decentralizes decision making within the district. This is a paradigm shift from district administration establishing the number and location of additional staff positions to colleges deciding which new positions are necessary based on budget allocations.

The goal is for all colleges, centers, sites, and the district office to use this methodology once this plan has gone through the constituency review and the Board of Trustee's approval process.

DRAFT

SECTION 1: Purpose of the Human Resources Staffing Plan

The purpose of the Human Resources Staffing Plan (Staffing Plan) is to:

- Provide a process that ensures sufficient staffing for the effective operation of the colleges, centers, sites, and the district office, and ensures the efficient use of staffing resources
- Provide a process that aligns the human resources planning and decision-making processes at each college, center, site and the district office with human resources planning and resource allocation decisions
- Provide minimum, common staffing metrics to facilitate districtwide consistency in staffing levels
- Provide a process that ensures the human resources staffing metrics are considered by the colleges, centers, sites, and the district office when developing their individual staffing plans
- Provide recommended staffing levels for new centers or sites
- Ensure that the Staffing Plan is integrated with the other district planning processes for example: Strategic Plan, facilities, technology, and the Resource Allocation Model

SECTION 2: Process Used to Develop the Staffing Plan

This section is included because this is the first Human Resources Staffing Plan for State Center Community College District. Future staffing plan narratives may not contain this section; however, it seems appropriate to document the process which led to the development of the district's initial Human Resources Staffing Plan.

The Staffing Plan was developed by the Human Resources Staffing Plan Taskforce comprised of constituent group representatives (Appendix A) from across the district. The "charge" (Appendix B) of this taskforce was provided by Chancellor Dr. Deborah G. Blue in November 2012. The taskforce became educated on the processes for assessing, prioritizing and determining staffing decisions at Fresno City College including CTC, Reedley College including the Madera Center and Oakhurst site, Willow International Community College Center, and the district office. The process used at each of these "work locations" can be found in Appendix C.

The taskforce researched staffing plans at the other California Community College Districts. During this process, 13 district staffing plans were reviewed and discussed. The Taskforce then developed a list of critical elements to be included in the SCCCD Staffing Plan (Appendix D).

The taskforce met seventeen times from November 2012 through December 2013. See Appendix E for a list of all meeting dates. Beginning in September 2013, the taskforce increased its meeting times to every other week. On the off-weeks taskforce members met in subgroups

based on their work locations. The product of each subgroup was then brought back for discussion at the next meeting.

The initial draft Staffing Plan was finished in December 2013 but a subcommittee continued to work on the draft Staffing Plan's formatting into January 2014 when it was presented to the Chancellor's Cabinet in January 2014 for initial review and revisions. The revised draft was then forwarded to Communications Council for constituent groups review and feedback in January. The constituent groups submitted their feedback on the draft Staffing Plan to the Human Resources Staffing Plan Taskforce. The taskforce met three additional times to consider the feedback, revise the draft, and then resent it to the constituent groups for a formal first and second reading in early April, 2014. The document containing the constituent groups' recommendations from their first and second readings will be sent via the Office of Human Resources to the Chancellor's Cabinet. In May, the Office of Human Resources will provide the Board of Trustees with an overview of the development of the Staffing Plan process. In June, the Board of Trustees will receive the draft Human Resources Staffing Plan for a first reading. At the July board meeting it is anticipated the draft plan will be approved. This will allow for a July implementation which meets the accreditation recommendation. Appendix F indicates the dates for this approval process timeline.

SECTION 3: Roles and Responsibilities

The primary responsibility for the initial development of this Staffing Plan was delegated to the SCCCD Human Resources Staffing Plan Taskforce. The recommendation from the taskforce is after the plan is adopted the taskforce be disbanded and the responsibility for oversight and evaluation be transferred to the Human Resources Staffing Advisory Committee. Should the recommendation be accepted, the advisory committee would be formed using the appropriate participatory governance processes. Once implemented, recommendations regarding amending the plan's substantive content will be submitted by the Human Resources Staffing Advisory Committee – with consideration for the staffing committee at each work location –and reviewed and approved through the district's established participatory governance process.

Under the direction of the Associate Vice Chancellor of Human Resources, the Office of Human Resources is responsible for the coordination of the taskforce and subsequent committee. The Office of Human Resources will also provide annual, employee data updates for use by the colleges, centers, sites, and the district office. It is anticipated this data will be available on the district's Office of Human Resources intranet site.

The staffing plan approval process is outlined in section 2.

SECTION 4: Ensuring sufficient staffing resources and their efficient utilization

Section 4.a Process Overview

The staffing metrics will be considered when determining staffing needs and developing annual budgets to meet the strategic planning and programmatic needs that drive the budgeting process at each work location. Section 5 provides details on the staffing metrics and their use.

Additionally, colleges, centers, sites, and the district office will use a gap analysis to determine if they have sufficient levels of staffing. Section 6 explains the gap analysis process.

Section 4.b Timeline and Process for Staffing Recommendations

Please see chart below for a timeline indicating key dates related to HR staffing decisions. This is the ideal timeline; however, subject to change based on other factors.

August - October	<ul style="list-style-type: none"> • Office of Human Resources completes the Full-Time Faculty Obligation Report using full-time and part-time faculty FTES counts for the current Fall semester and submits it to the State Chancellor’s Office • Revision and evaluation of the HR Staffing Plan
November - December	<ul style="list-style-type: none"> • Determination of staffing needs by each campus • Notify Office of Human Resources what positions to recruit for on a national level by early December
January	<ul style="list-style-type: none"> • District receives the Governor’s proposed budget • The district business office generates a preliminary projected cost of salaries and benefits for the following budget year and sends this information to college/centers for use in the districtwide budgeting process • HR recruitment begins for faculty and academic management positions
February - May	<ul style="list-style-type: none"> • HR recruitment continues for faculty and academic management • Note – Classified recruitments are ongoing
May - August	<ul style="list-style-type: none"> • Board approves hiring of faculty and academic management
August - October	<ul style="list-style-type: none"> • District receives the (FON) information from the State Chancellor’s Office.

Click on the following link for faculty disciplines, [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#). Please see Appendix G for a list of all classification specifications, and Appendix H for a list of all classified and academic management positions. Please see Appendix I for a list of departments for the district office and district operations.

SECTION 5: Staffing Metrics

Section 5.a Process for Establishing Metrics

The Human Resources Staffing Advisory Committee shall recommend metrics by employee subgroups. These metrics will be used to evaluate new position requests and assist in gap analysis. For example:

Metric	Employee Subgroup
FTES/FTEF, PT/FT	Instructional Faculty by Discipline by College
FTES/administrator by area	Dean of Instruction by College
FTEF/administrator by area	Dean of Instruction by College
Head count/custodian, building sq. ft./custodian	Custodian by College

Once these metrics have been established and the necessary data compiled, the Human Resources Staffing Advisory Committee shall develop a process to periodically review the effectiveness of each metric with respect to the corresponding employee subgroup for position requests and gap analysis.

The Human Resources Staffing Advisory Committee shall oversee the collection of relevant data for computing these metrics by the Office of Human Resources. Furthermore, the Human Resources Staffing Advisory Committee shall develop a process for all college staff, faculty, and administrators to access the data by metrics.

The Human Resources Staffing Advisory Committee may consider the staffing assumptions below when creating staffing metrics. **Examples** are:

- Administrator
 - Based on the number of anticipated students at the location
 - Based on the number of anticipated full-time equivalent students at the location
 - Based on the number of anticipated full-time faculty at the location
 - Based on the number of anticipated part-time faculty at the location
 - Based on the number of anticipated classified staff at the location
 - Based on student seat count
- Clerical/secretarial support needed per administrator
 - Based on the number of anticipated students at the location

- Based on the number of anticipated full-time faculty at the location
- Based on the number of anticipated part-time faculty at the location
- Based on the number of anticipated classified staff at the location
- Custodial support
 - Based on square footage and types of use
 - Based on the number of anticipated students at the location
 - Based on the number of anticipated full-time faculty at the location
 - Based on the number of anticipated part-time faculty at the location
 - Based on the number of anticipated classified staff at the location
- Grounds support
 - Based on the square footage and possibly complexity of the grounds at the location
- Maintenance support:
 - Based on the square footage, age, and condition of the location
 - Based on the number of anticipated students at the location
 - Based on the number of anticipated full-time faculty at the location
 - Based on the number of anticipated part-time faculty at the location
 - Based on the number of anticipated classified staff at the location
- Faculty
 - Compare by discipline using the metrics set out in Section 5.a.
 - Assess unmet demand for a course.
 - Availability of qualified part-time faculty

Section 5.b Use of metrics for new position requests

It should be noted that the process by which a college obtains a new position request has changed. New positions are based on programmatic needs and funding dictated by the Resource Allocation Model. Recommendations for new positions must go to the Chancellor's Cabinet for approval. However, replacement positions are approved at the campus level, not the district level.

The Human Resources Staffing Advisory Committee shall develop a form to be included with each new position request by a work location that includes the metrics for the particular position requested as determined in section 5a. The appropriate metrics shall be listed for each like-position within the department, college, and throughout the district. It will be the responsibility of the college requesting the position to fill out the form with the data obtained from the Institutional Research website or the Human Resources website. The college may list any other metrics or external data it believes necessary in justifying the position.

The following examples are meant to help explain and illustrate the process.

- If a college is requesting a new faculty position in Philosophy, the form would list each metric (such as FTES/FTEF) for Philosophy faculty at Reedley College, Fresno City College, the Willow International Community College Center, Madera Center and Oakhurst Center.
 - Fresno City College 14.59 students/1 Full-time equivalent faculty
 - Reedley College 15.10 students/1 Full-time equivalent faculty
 - Willow International Community College Center 21.11 students/1 Full-time equivalent faculty
 - Madera Center 13.40 students/1 Full-time equivalent faculty
 - Oakhurst Center 8.00 students/1 Full-time equivalent faculty
- If a college is requesting a new Instructional Technician position, the following information **MUST** be provided on the form:
 - What is the number of faculty this position supports?
 - What is the number of classes this position supports?
 - What is the number of students this position supports?
 - Compare the support required by this position against Instructional Technicians in the same department.
 - Compare the support required by this position against Instructional Technicians in the same college.
 - Compare the support required by other Instructional Technicians within the district.
- If a college is requesting a new Instructional Technician position, the following information **MAY** be provided on the form:
 - Compare the support required by other Instructional Technicians within the same discipline at other California Community Colleges.

The Human Resources Staffing Plan Taskforce recommends that the following metrics be considered as part of (but not necessarily all) of the metrics used in gap analysis and staffing requests:

- Number of FTES/FTEF by discipline for instructional faculty
- Number of FTES/FTEF by area for non-instructional faculty
- FT/PT ratio by discipline
- Headcount/FTEF for non-instructional setting (counseling, etc.)
- Number of FTES/employees by area for classified
- Headcount/employee for classified
- Number of FTES/employee by area for maintenance, grounds, custodial broken up by square footage, and acreage where appropriate
- Number of FTES/employee by area for technical/professional/skilled craft for college staff & faculty/employee by area

- Number of FTES/administrator by area for administrative executive, managerial, director/coordinator
- Full-time faculty overload per discipline

The Human Resources Staffing Plan Taskforce recommends that the Office of Human Resources produce data on staffing levels by employee category to allow for staffing level comparisons across the district:

- Faculty positions will be compared by discipline
- Classified positions will be compared by classification specification
- Classified management and academic administrator positions will be compared by title

Staffing metrics are intended to provide a quantitative overview of staffing levels, inform the hiring process at each college and the district as a whole, and present comparative data to the Chancellor’s Cabinet to inform them of the degree of need for each position.

As new centers are developed, districtwide staffing metrics will also be applied to staffing levels at the new centers.

SECTION 6: Gap Analysis

Section 6.a Process to ensure established staffing metrics are considered

The Human Resources Staffing Plan requires colleges, centers, sites, and the district office use a gap analysis in their planning efforts to ensure sufficient staffing resources. A gap analysis compares current staffing levels to optimal staffing levels for each employee subgroup to help determine future needs as informed by data, assumptions, and known constraints. Once the gaps are identified, recommendations are made to reduce/eliminate the gaps. This gap analysis is repeated and appropriately adjusted over the four-year planning cycle.

Typically, the subunit requesting a position will complete the gap analysis. Each location is responsible for contributing and communicating the components of the gap analysis relevant to their department. Employee data required for the gap analysis will be provided by the HRMS Analyst. The Institutional Research department at each campus and at the district office will provide SCCC data related to instruction.

Section 6b: Assess current staffing levels

The Human Resources Staffing Advisory Committee shall ensure that the staffing metrics detailed in section 5a are used for the gap analysis to determine current staffing levels. Because this is the first year for the district’s Staffing Plan, metrics need to be developed for many employee categories as well as other relevant factors and data. The Human Resources Staffing

Advisory Committee may review the external data by a subunit for the gap analysis. The Office of Human Resources is in the final stages of recruitment to hire a 19-hour a week HRMS Analyst. The goal is to begin providing staffing metrics during the summer of 2014. Metrics will be developed throughout the summer and shared with the Human Resources Staffing Advisory Committee in August.

Section 6c: Determine optimum staffing levels

Optimum staffing levels may be determined two different ways. One is to use the established staffing metric for the district which has been approved using the process described in Section 5. The second method is for the subunit (department/division) of a work location to base its justification for establishing an optimum staffing level on factors relevant to their subunit such as those noted below. These may be used for either classified, faculty or management analysis:

- Budgeted and current staffing
- Statutory and regulatory obligations (e.g. Faculty Obligation Number and 75/25 ratio per Education Code 87482.6 and CCR Title 5 51025, licensing contract hours requirements, etc.)
- 50% law, California Education Code Section 84362, Title 5 59200, et seq.
- Equal Employment Opportunity Regulations, Title 5, Section 53000, et seq.
- Industry/staffing standards
- Attrition, retirement, and retention data
- Full-time faculty hiring assumptions (e.g. 75/25, student demand beyond formal enrollment, student educational plans, anticipated enrollment based on high school data, how quickly a class closed because its reached maximum capacity)
- Board Policies and Administrative Regulations
- Personnel Commission Rules
- Other district plans and priorities
- Program review and planning
- District prioritization process
- Availability of qualified applicants for every employee category
- Number of FTES/FTEF by discipline for instructional faculty
- Number of FTES/FTEF by area for non-instructional faculty
- FT/PT ratio by discipline
- Headcount/FTEF for non-instructional setting (counseling, etc.)
- Number of FTES/employees by area for classified
- Consideration of signature programs
- Headcount/employee for classified
- Number of FTES/employee by area for maintenance, grounds, custodial broken up by square footage, and acreage where appropriate
- Number of FTES/employee by area for technical/professional/skilled craft for college staff & faculty/employee by area

- Number of FTES/administrator by area for administrative executive, managerial, director/coordinator
- Private sector requirement for Master's Degrees in given fields
- Private sector demand for specialized skills
- Full-time faculty overload per discipline
- Number of students who do not get into a class off of the wait list
- Number of students who are on wait list (would be good data to help determine the demand)
- The degree of change that the Governor's budget has undergone from the original budget to the revised budget
- Data on the range of work done per classification at each site – classification study might flesh out, some of the functions may be very different at each of the sites
- Classroom seat count capacity
- Results of the classification study
- Systems and software support
- Statutory requirements relative to staffing such as child development center student to employee ratios and Board of Registered Nursing compliance
- Assess unmet demand for a course

To determine **optimum classified staffing levels**, a department may choose additional factors other than those listed above such as industry standard for staffing levels. Information such as this can be found on the United States Department of Labor website, the Society for Human Resources Management website, etc. This includes standards such as how many custodians, groundskeepers or electricians per building square foot. The age of a facility can also impact these estimates. Classified positions may be compared to other districts or agencies identified by the Personnel Commission. An industry standard metric for classified staff is $(\text{Time Per Task}) \times (\text{Number of Tasks Annually}) = \text{PY Required}$. This formula calculates how many personnel years is "needed" to perform the work of an organization, as it is presently structured. For a full explanation of workload and staffing analysis, please see district's Office of Human Resources website.

To determine **optimum faculty staffing levels**, a department may choose additional factors other than those listed above such as comparing staffing levels to three to five other California Community College Districts within the San Joaquin Valley, Southern California, and Northern California. Additionally, they may choose to add a metric to assess the unmet demand each semester for each course.

To determine **optimum administrative staffing levels**, a department may choose factors listed above as well as other factors. They may compare staffing levels at other California Community College Districts.

SECTION 7: Evaluation of the Staffing Plan Process

After completion of the initial Staffing Plan, the Staffing Plan and its elements will be reviewed, evaluated, and updated annually as noted in Section 3. To inform this process, the colleges, centers, sites, and district office, as well as the Human Resources Staffing Advisory Committee will be provided annually updated data (employee totals, attrition data, vacancies, etc.), as well as any updates to the districtwide assumptions and constraints. See Appendix J for the district’s current “Context, Factors, Challenges, and Constraints.”

Qualitative input received by the Human Resources Staffing Advisory Committee, as well as information obtained by an annual survey, will be used to assess the efficiency of staffing practices to ensure sufficient staffing. This qualitative data will also be used to show how the Staffing Plan is functioning as far as processes and alignment with other districtwide plans. The evaluative discussion will focus on staffing levels, measures and processes. Areas of focus for evaluation may include:

1. Staffing Levels
 - a. Were the recommended metrics followed?
 - b. Do the work locations think the recommended metrics are appropriate, if not, why not?
 - c. Was the gap analysis process implemented at each work location?
 - i. If not, why not?
 - ii. If yes, do you think it is or will be an effective tool to reach optimum staffing levels, if not, why not?
 - d. Is staff development necessary to address skills gaps?
 - i. If so, which skills gaps?
 - ii. What staff development would help address these skills gaps?
 - e. Do we need a process for addressing future skill gaps?
2. Staffing Measures:
 - a. How accurate were the forecasts of anticipated minimum levels, growth and attrition rates?
3. Staffing Plan Process:
 - a. What procedural adjustments need to be made in terms of the Staffing Plan itself?

The answers to these questions will inform the recommendations made by the Human Resources Staffing Advisory Committee to the Chancellor’s Cabinet and determining annual plan updates.

HUMAN RESOURCES STAFFING PLAN TASKFORCE

District Office:

Vice Chancellor of Finance and Administration or designee – Ed Eng
Vice Chancellor Educational Services and Institutional Effectiveness or designee –
George Railey
Associate Vice Chancellor of Human Resources – Diane Clerou
Director of Classified Personnel – Elba Gomez
Provisional Director of Human Resources – Sam Campbell

Fresno City College:

Administration - Jennifer Johnson
Faculty Senate – Amie Voorhees
Classified** - ~~Patricia Gonzales~~ - vacant
AFT President/designee – Wendell Stephenson

Reedley College (Madera Center and Oakhurst Center)

Administration* – Donna Berry
Faculty Senate – Bill Turini
Classified** - Mary Helen Garcia

Willow International Community College Center

Administration* - Lorrie Hopper
Faculty Senate - Jason Gardner
Classified** - Patrick Stumpf

*As assigned by the Presidents

**As assigned by President of CSEA

HR Staffing Plan Taskforce Charge

It is the charge of the Human Resources Staffing Plan Taskforce to engage in districtwide collaboration to make recommendations to Chancellor's Cabinet that ensure:

sufficient staffing resources are allocated for the effective operations of the colleges, centers, sites, and district office/centralized services;

integration of the colleges', centers' and district's HR staffing plans with the other planning processes in the district, i.e. strategic plan, facilities, technology, resource allocation; and

human resources planning and decision-making processes at each college, center, site and district office/centralized services align with districtwide human resources planning and resource allocation decisions.

There should also be a recommendation regarding the formation of a standing districtwide human resources planning committee including its purpose and composition.

REEDLEY COLLEGE

PROPOSED New Faculty Identification and Prioritization Process

1. The Vice-President of Instruction will endeavor to ascertain the number of available positions and inform the department chairs and Auxiliary faculty at the meeting prior to the scheduled presentation.
2. Department chair/Auxiliary faculty completes all data on the form and submits the request for new/replacement faculty member to the appropriate division dean or vice president (for Counseling or Auxiliary positions) no later than two weeks prior to the department chair meeting where presentations will be made.
3. The Division Dean or appropriate vice president (for Counseling or Auxiliary positions) signs the form and forwards it to VP's office
4. ~~Preferably during the December Department Chairs' meeting, but no later than the January meeting, Department Chairs give an approximately 5 minute long presentation to the group on their area's requests. Department chairs and those faculty not represented by a department chair (e.g. Auxiliary) will convene with division deans, the Vice President of Instruction, the Vice President of Student Services, and the college president, preferably during the December Department Chairs' meeting but no later than the January meeting, to give a presentation approximately 10 minutes in length on the request of his/her area.~~
 - Guidelines for the presentation:
 - i. ~~Compelling Brief and compelling~~ reason for this position to be the most important position (approximately 5 minutes)
 - ii. Build in time for questions (approximately 5 minutes)~~Whenever possible the College President will attend this meeting.~~
5. All Department Chairs and the Academic Senate President review the completed forms along with the presentations and rank the requests. Rankings will be submitted electronically to the Vice President of Instruction no later than 5:00 on Friday of the week of the last presentation.
6. Rankings will be emailed to the department chairs within a week of submission.
7. The three deans, and vice president Vice President of Instruction, and Vice President of Student Services also rank the requests based on their knowledge of their programs and program needs.
8. Both recommendations are submitted to the President
9. The President makes a decision on which positions will be selected. If the decision of the President differs from that of the department chairs the President will attend the next department chair meeting to explain the rationale for the difference and afford the department chairs an opportunity to ask questions.
10. Should any replacement positions become available after this process has been completed, it is the preferred position that a one-year temporary faculty member be hired to fill that position. The position will then go through the process explained above during the following academic year. If it is determined that this vacancy will have a significant adverse impact upon the college that discipline or program, the President may, in consultation with the Department Chairs, offer a tenure-track position.

*Approved by Department Chairs 4-5-11
Referred to Academic Senate for 04/12/11 first reading
Referred back to Dept Chairs 10-04-11
Referred back to Dept. Chairs 11/6/12*

REEDLEY COLLEGE

FACULTY STAFFING REQUEST
(Fulltime/Regular Positions)
Fall 2012

Directions: Please complete a separate request for each proposed position. Request forms must be completed and signed by the originating department chair, reviewed and signed by the supervising administrator, and submitted to the Office of Instruction. Additional sheets may be attached as necessary.

A. General Information

POSITION TITLE:

DEPARTMENT (and program, if applicable):

SUBMITTED BY: DATE:

Check all that apply:

- New position _____ full-time (100% or 1.0 FTE)
If less than 100%, indicate % requested: _____*
- Retirement/resignation within the program
- Consolidation of adjunct assignments
- Split assignment (indicate split by %: _____)*

*explanation of % and/or split should be included in position description, below

B. Description of the Position

Briefly describe the assignments, and proportions of workload devoted to different kinds of assignments, including any non-instructional duties. After the description of key duties, indicate minimum qualifications for the position and any hiring criteria beyond the minimum that clearly relate to position duties. You may attach a previous job announcement if applicable.

C. Rationale for the Position

Consider all of the following criteria, but only include explanations for those that apply to the position requested. This information will be critical in assisting the college to determine whether to recommend filling the position, and its priority relative to other staffing needs. (Note: there is no necessary correlation between the number of criteria supported and the forthcoming recommendation. In some cases, a single factor may present a sufficiently compelling rationale.)

1. Direct relation to a goal contained in the SCCC Strategic Plan. _____ not applicable
2. Direct relation to a need expressed in a recognized RC planning document, e.g., 2010-2011 RC Goals, RC 2008-09 Strategic Plan, etc.

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- _____not applicable
3. Needs expressed in the departmental program review, with an indication of the length of time the need has been documented, whether the need is critical, and why. _____not applicable
 4. Enrollment trends (comparative FTES, retention, persistence or other data relevant to the need) _____not applicable
 5. Advisory committee recommendation(s) _____not applicable
 6. Program-specific accreditation or licensure requirement(s) _____not applicable
 7. FT/PT comparative data _____not applicable
 8. New program development _____not applicable
 9. The need for an “anchor position” for the program _____not applicable
 10. Availability of adjunct faculty in the discipline, and in the region _____not applicable
 11. Categorical funding available to support the position _____not applicable
 12. Legal mandates/requirements (e.g., ADA, Title IX, etc.) _____not applicable
 13. Other _____not applicable

D. Review

To be signed prior to Department Chairs discussion (signature indicates review & support):

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Department Chair: _____ Date _____

Dean of Instruction: _____ Date _____

To be signed after Department Chairs discussion (signature indicates review & support):

Vice President, Instruction: _____ Date _____

If applicable (signature indicates review & support):

Vice President, Student Services: _____ Date _____

To be signed only as part of a recommendation to the Chancellor's Cabinet:

President: _____ Date _____

Note: This document represents a recommendation only. Approval and permission to initiate recruitment comes from action by the SCCCD Board of Trustees.

→ RC

REEDLEY COLLEGE ACADEMIC SENATE
Resolution Regarding
Full-Time Faculty Identification, Prioritization, and Hiring Practices

Whereas the *Reedley College Participatory Governance Handbook* guides the collaborative relationship of mutual confidence and trust between the faculty and the administration of Reedley College (RC), and considers this relationship essential to the maintenance of an institutional climate most conducive to teaching and learning leading most effectively to the success of Reedley College students; and

Whereas the State Center Community College District (SCCCD) recognizes the expertise and role of faculty in the Procedures for Recruitment and Employment of College Faculty (Administrative Regulation (AR) 7120) specifically stating that "...The faculty has an inherent professional responsibility and right to participate in the development and implementation of policies and procedures governing the hiring process..." (Section 1.3) and that "Hiring procedures are based on recognition that responsibility for selecting faculty is shared cooperatively by faculty and Administration participating effectively in all phases of the hiring process; and

Whereas SCCC AR 7120, Section 3.3 further states that, "The campus will allocate new and vacant contract faculty positions to departments and/or disciplines through a well-defined, cooperative and thoughtful planning process involving, at a minimum, the College Academic Senate, Department Chairs/North Centers divisional representatives, and college administrators;" and

Whereas RC has in place a "well-defined, cooperative and thoughtful planning process" in which faculty engage their responsibility in the process of allocating "...new and vacant contract faculty positions to departments and/or disciplines" through the Department Chairs structure, and the Department Chairs engage with the President of the Academic Senate and administrators from the Office of Instruction in collegial dialog for the purposes of information-gathering, discussion, prioritization and ranking of new and replacement (vacant) faculty positions based on need, whereby then recommendations are forwarded to the College President for review and final decision; and that in the event that the College President's final decision to hire new and replacement (vacant) faculty differs significantly from the recommendations resulting from this "well-defined, cooperative and thoughtful planning process," the College President, as called for by the process, is to meet with the Department Chairs to: 1) inform them of the pending decision, 2) offer reasons for the differing position, and 3) further solicit discussion before the absolute final decision is made and forwarded to District administration (i.e. the Chancellor and the Board); and

Whereas the corresponding *Statement of Facts* (see attached) demonstrates that the RC administration hired a new Instructor/Head Baseball Coach in June 2010—a faculty position not identified on the prioritized list forwarded to the College President—but one identified and prioritized outside of the college's "well-defined, cooperative and thoughtful planning process" based on need to allocate "...new and vacant contract faculty positions to

departments and/or disciplines,” thus breaches RC’s process established under AR 7120 (Procedures for Recruitment and Employment of College Faculty) to hire new faculty and undermines the college’s participatory governance process as articulated in the *Reedley College Participatory Governance Handbook*.

Therefore, be it resolved that the Academic Senate of Reedley College hereby expresses to the Chancellor of State Center Community College District and President of Reedley College its serious concern of actions taken by the RC administration on January 19, 2010, May 6, 2010, and in June, 2010 (as identified in the *Statement of Facts*) in the process of hiring a new Instructor/Head Baseball Coach in the Health and Physical Education Department where need was not demonstrated through the established processes of prioritizing new faculty hires;

Be it further resolved that the Academic Senate of Reedley College hereby expresses to the Chancellor of State Center Community College District and President of Reedley College that actions taken by the RC administration on January 19, 2010, May 6, 2010, and in June, 2010 (as identified in the *Statement of Facts*) reduced the confidence and trust of the faculty in the College President’s commitment to participatory decision making in general by not respecting the college’s core values of *supporting individual and constituent viewpoints in collaborative decision making, promoting mutual respect and trust through open communication and actions, and fostering integrity as the foundation for all we do*, and in particular by not adhering to SCCCD Administrative Regulation 7120 (Procedures for Recruitment and Employment of College Faculty) and the *Reedley College Participatory Governance Handbook*;

Be it further resolved that the Academic Senate of Reedley College hereby expresses to the Chancellor of State Center Community College District and President of Reedley College that the Academic Senate of Reedley College expects the College President and her administration to observe all hiring regulations, practices, and processes in a manner which demonstrates their commitment to the core institutional values of full participatory decision making and open, honest, and transparent communication in order to restore the confidence and trust of the faculty which is essential to the maintenance of an institutional climate most conducive to teaching and learning leading most effectively to the success of all Reedley College students.

Be it further resolved that the Academic Senate of Reedley College hereby expresses to the Chancellor of State Center Community College District and President of Reedley College that the Academic Senate of Reedley College encourages the College President and her administration to establish a committee whose task it is to collegially, with input from both the Academic Senate and administration, delineate and codify a process for the prioritization of requests for faculty with the intent of adding this codification of the process to the current Shared Governance handbook.

Be it finally resolved that the Academic Senate of Reedley College hereby expresses to the Chancellor of State Center Community College District and President of Reedley College that the Academic Senate of Reedley College encourages the district administration to

establish a committee whose task it is to collegially, with input from faculty from both campuses and the North Centers and administration, review and revise where necessary Administration Regulation 7120 and to include as a revision the stipulation that all announcements for faculty positions will specify a specific discipline.

REEDLEY COLLEGE ACADEMIC SENATE
Statement of Facts corresponding to
Resolution Regarding
Full-Time Faculty Identification, Prioritization, and Hiring Practices

January 19, 2010

- Eight (8) of the Reedley College department chairs prepared and presented staffing requests for nine (9) new and/or replacement faculty positions at a meeting of the department chairs, the President of the College Academic Senate, and the administrators of the College Office of Instruction.
- At the conclusion of the presentation of the request for a new faculty position for a health and physical education instructor and head cross-country coach, the presenting department chair informed the other department chairs, the President of the College Academic Senate, and the administrators of the College Office of Instruction that the proposed new position was **not a priority**.
- At the conclusion of this meeting, the department chairs, prioritized the nine (9) faculty requests and forwarded the following ranking to the Vice-President of Instruction:
 1. Biology (Replacement)
 2. Criminology (Replacement)
 3. English (New)
 4. Math (New)
 5. Biology (New)
 6. Chemistry (New)
 7. Environmental Horticulture (Replacement)
 8. Aviation (New)
 9. PE/Health/Cross Country Coach (New) **← NOT Instructor/Baseball Coach**
- Physical Education department did not have a demonstrated need for an additional instructor.

Period between January 19, 2010 and May 6, 2010

- Department chairs were not informed that the results of their aggregate prioritization of the faculty staffing requests after their individual rankings had been tabulated was significantly different to that of the College President's.

May 6, 2010

(3:00 pm)

- The RC President called a special meeting of the department chairs.
- Minutes from this special meeting state that, "*Dr. Hioco called a special Department Chairs' meeting to announce that the final vacant faculty position has been decided. It will be filled with an Instructor/Head Baseball Coach.*"
- Reedley College President did not inform the department chairs present how the position of head baseball coach had become vacant.

(3:01 pm)

- The final, official job vacancy announcement for the new instructor and head baseball coach was sent by electronic mail message to all Reedley College faculty and staff.
- The job description for the new instructor and head baseball coach did not specify a teaching discipline.

Consequences of Hiring Action (Instructor/Baseball Coach)

- Physical Education department had to provide a full load of 15 LHEs to the former baseball coach who lost released time from instruction as a result of reassignment from positions of Athletic Director and Head Baseball Coach.
- Loss of all part-time physical education activities instructors with the exception of two (2).
- Approximately 100 fewer sections offered in Fall 2010 schedule of classes as compared to the Fall 2009 in order to accommodate related fiscal constraints and resources.
- Few learning opportunities available to RC students given the reduction in class offerings.

Statement of Facts:

The *Reedley College Participatory Governance Handbook* states in the "Introduction and Purpose of the Manual:"

- *"The governance process embraces the Reedley College mission, philosophy, and core values which include (1) supporting individual and constituent viewpoints in collaborative decision making; (2) promoting mutual respect and trust through open communication and actions; (3) and fostering integrity as the foundation for all we do. The Board of Trustees is the final authority for governance at Reedley College and delegates authority to the Chancellor and the College President who in turn solicit and receive input through the shared governance decision-making process"*

The Reedley College President states in her President's Message in the *Reedley College Participatory Governance Handbook*:

- *"Effective decision-making is predicated upon intelligent communication of needs by those who are charged with making decisions and those who are accountable for results. This broad-based interaction ensures that groups affected by decisions are able to provide their unique perspectives, which leads to better decisions and effective implementation of those decisions"*
- *"The goal is to encourage more participation in our processes so we can more effectively support student success"*

WILLOW INTERNATIONAL CENTER

CERTIFICATED STAFFING REQUEST
(Fulltime/Regular Positions)

Directions: Please complete a separate request for each proposed position. Request forms must be completed and signed by the originating division representative, reviewed and signed by the supervising administrator, and submitted to the Office of Instruction by the announced deadline. Additional sheets may be attached as necessary. Copies of this form (MS Word) are available from the Office of Instruction.

A. General Information

POSITION TITLE: _____

DIVISION/PROGRAM: _____

SUBMITTED BY: _____ DATE: _____

Check all that apply:

_____ new position _____ full-time (100% or 1.0 FTE)

If less than 100%, indicate % requested: _____*

_____ consolidation of adjunct assignments

_____ split assignment (indicate split by %: _____)*

*explanation of % and/or split should be included in position description, below

B. Description of the Position

Briefly describe the assignments, and proportions of workload devoted to different kinds of assignments, including any non-instructional duties. After the description of key duties, indicate minimum qualifications for the position and any hiring criteria beyond the minimum that clearly relate to position duties. You may attach a previous job announcement if applicable.

C. Rationale for the Position

Consider all of the following criteria, but only include explanations for those that apply to the position requested. This information will be critical in assisting the college to determine whether to recommend filling the position, and its priority relative to other staffing needs. (Note: there is no necessary correlation between the number of criteria supported and the forthcoming recommendation. In some cases, a single factor may present a sufficiently compelling rationale.)

1. Direct relation to a goal contained in the SCCCD Master Plan. _____not applicable

2. Direct relation to a need expressed in a recognized NC planning document, e.g., recent accreditation self-study, annual goals for the college, etc. _____not applicable

3. Needs expressed in the departmental program review, with an indication of the length of time the need has been documented, whether the need is critical, and why. _____not applicable

4. Enrollment trends (comparative FTES, retention, persistence or other data relevant to the need) _____not applicable

5. Advisory committee recommendation(s) _____not applicable

6. Physical facilities, new construction, and/or renovation _____not applicable

7. Program-specific accreditation or licensure requirement(s) _____not applicable

8. FT/PT comparative data _____not applicable

9. New program development _____not applicable

10. The need for an “anchor position” for the program _____not applicable

11. Retirement/resignation within the program _____not applicable

12. Availability of adjunct faculty in the discipline, and in the region_____not applicable

13. Categorical funding available to support the position _____not applicable

14. Legal mandates/requirements (e.g., ADA, Title IX, etc.) _____not applicable

15. Other _____not applicable

D. Review

To be signed prior to Division Representatives' discussion (signature indicates review & support):

Division Representative: _____ Date _____

Dean: _____ Date _____

To be signed after Division Representatives discussion (signature indicates review & support):

VP of Instruction/Student Services _____ Date _____

To be signed only as part of a recommendation to the Chancellor's Cabinet:

President: _____ Date _____

Note: This document represents a recommendation. Approval and permission to initiate recruitment comes from action by the SCCC Board of Trustees.

WILLOW INTERNATIONAL CENTER

CLASSIFIED STAFFING REQUEST
(Fulltime/Regular Positions)

Directions: Please complete a separate request for each proposed position. Request forms must be completed and signed by the originating division representative, reviewed and signed by the supervising administrator, and submitted to the Office of Instruction by the announced deadline. Additional sheets may be attached as necessary. Copies of this form (MS Word) are available from the Office of Instruction.

A. General Information

POSITION TITLE: _____

DIVISION/PROGRAM: _____

SUBMITTED BY: _____ DATE: _____

Check all that apply:

_____ new position _____ full-time (100% or 1.0 FTE)

If less than 100%, indicate % requested: _____*

_____ split assignment (indicate split by %: _____)*

*explanation of % and/or split should be included in position description, below

B. Description of the Position

Briefly describe the assignments, and proportions of workload devoted to different kinds of assignments. After the description of key duties, indicate minimum qualifications for the position and any hiring criteria beyond the minimum that clearly relate to position duties. You may attach a previous job announcement if applicable.

C. Rationale for the Position

Consider all of the following criteria, but only include explanations for those that apply to the position requested. This information will be critical in assisting the college to determine whether to recommend filling the position, and its priority relative to other staffing needs. (Note: there is no necessary correlation between the number of criteria supported and the forthcoming recommendation. In some cases, a single factor may present a sufficiently compelling rationale.)

1. Direct relation to a goal contained in the SCCCD Master Plan. _____not applicable

2. Direct relation to a need expressed in a recognized NC planning document, e.g., recent accreditation self-study, annual goals for the college, etc. _____not applicable

3. Needs expressed in the departmental program review, with an indication of the length of time the need has been documented, whether the need is critical, and why. _____not applicable

4. Enrollment trends (comparative FTES, retention, persistence or other data relevant to the need) _____not applicable

5. Advisory committee recommendation(s) _____not applicable

6. Physical facilities, new construction, and/or renovation _____not applicable

7. Program-specific accreditation or licensure requirement(s) _____not applicable

8. New program development _____not applicable

9. Retirement/resignation within the program _____not applicable

10. The need for an “anchor position” for the program _____not applicable

11. Categorical funding available to support the position _____not applicable

12. Legal mandates/requirements (e.g., ADA, Title IX, etc.) _____not applicable

13. Other _____not applicable

D. Review

To be signed prior to Division Representatives' discussion (signature indicates review & support):

Originator: _____ Date _____

To be signed after Division Representatives discussion (signature indicates review & support):

VP of Instruction/
Student Services _____ Date _____

To be signed only as part of a recommendation to the Chancellor's Cabinet:

President _____ Date _____

Note: This document represents a recommendation. Approval and permission to initiate recruitment comes from action by the SCCC Board of Trustees.

Fresno City College is currently reviewing their hiring procedure processes and will have a written document to add to this as an appendix

Critical Elements of the Plan – It was agreed the following components should be included in the HR Staffing Model Plan. It was also agreed that this list can be revised as the discussion continues:

A. Critical Elements

1. Gap Analysis
2. Prioritization process – is it going to be a standardized process throughout the district, or will colleges/campuses/district office have different prioritization processes?
3. Program review/program needs
4. Regular review of hiring plan
5. Transparency
6. Simplicity
7. Succession planning
8. Legal requirements on staffing
9. Integrating with other plans
10. Efficiency goal

Meeting Dates for HR Staffing Plan Taskforce

November 7, 2012

December 5, 2012

January 18, 2013

March 1, 2013

March 14, 2013

April 4, 2013

April 19, 2013

May 3, 2013

September 9, 2013

September 13, 2013

September 23, 2013

October 7, 2013

October 21, 2013

November 4, 2013

November 18, 2013

December 2, 2013

December 12, 2013

December 19, 2013

March 25, 2014

March 27, 2014

March 31, 2014

Timeline for Human Resources Staffing Plan Taskforce (HRSPT)

Date	Group	Task
October, 2012	Chancellor's Cabinet	Approved the charge of taskforce
Nov. 7, 2012	HRSPT	First meeting of taskforce
Spring 2013	HRSPT	HRSPT reviewed processes of the colleges, data, and staffing plans from other CCC's
Fall 2013	HRSPT	HRSPT will agree on the plan format and content, and collect additional data as needed
Jan.6, 2014	Chancellor's Cabinet – 1 st Review	Review and edit narrative on staffing plan.
Jan. 28, 2014	Communications Council – 1 st Review and Feedback	HRST presents narrative to discuss with constituent groups
February 2014	Constituent Groups – 1 st Review	Complete 1 st Reading and provide HRSPT with recommended changes
March 14, 2014	HRSPT	Provide draft document for review of 1 st Reading input
March 17, 2014	Chancellor's Cabinet	Review of recommendations by constitute groups from 1 st Reading
March 25, 2014 9:00 a.m.	Communications Council 2 nd Review*	HRSPT presents changes made by constituent groups after first "review and feedback"
March 25, 2014 1:00 p.m.	HRSPT	Consideration of Constituent Groups input from "review and feedback" to develop 1 st Reading document

March 25, 2014 – April 2, 2014	HRSPT	Time period to develop 1 st Reading document and send to Constituent Groups
April 3, 2014	HRSPT	Deadline to send final draft to Constituent Groups for 1 st and 2 nd Reading
April 2, 2014 – April 24, 2014	Constituent Groups – 1 st and 2 nd Reading	Complete 1 st and 2 nd Reading and provide HRSPT with recommended changes by April 24, 2014
April 24, 2014 – May 9, 2014	HRSPT	Review of 1 st and 2 nd Reading feedback by Constituent Groups and make recommendations to Chancellor's Cabinet
May 6, 2014	HR and HRSPT rep(s)	Presentation to Board of Trustees to provide overview of DRAFT plan and process
May 12, 2014	Chancellor's Cabinet	Review recommendations from 1 st and 2 nd Readings from Constituent Groups and HRSPT and make any final edits to recommend to Board of Trustees
May 21, 2014	HR	Deadline for Board of Trustees items for June 3, 2014 meeting
June 3, 2014	Board of Trustees	1 st Reading of staffing plan by Board
July 1, 2014	Board of Trustees	Board takes action on staffing plan
July 2014	Human Resources	Upon approval from Board, implements staffing plan

* The communications council agreed that the taskforce can bypass the communication council itself for the formal 1st Reading document. The Taskforce will send the 1st Reading document directly to the constituent groups no later than April 3, 2014

HR March 25, 2014 – Revised following Communication Council

BARGAINING UNIT CLASSIFICATIONS

CLASSIFICATIONS	SALARY RANGE
<u>CLERICAL/SECRETARIAL CLASSIFICATIONS</u>	
Secretary to the Associate Vice Chancellor	57
Administrative Assistant	55
Administrative Aide	53
Administrative Secretary I	48
Office Assistant III	48
Phone Communications Operator/Technician	48
Police Communications Dispatcher	44
Department Secretary	44
Office Assistant II	41
Phone Communications Operator II	41
Office Assistant I	38
Office Assistant I – Hmong Language	38
Office Assistant I – Spanish Language	38
Phone Communications Operator I	38
<u>DUPLICATING CLASSIFICATIONS</u>	
Printing Trades Technician	52
Lead Duplicating Operations Technician	52
Duplicating Operations Technician	50
Copy Center Specialist	48
Duplicating Operator Technician	46
<u>ACCOUNTING CLASSIFICATIONS</u>	
Accountant/Auditor	66
Accounting Technician II	61
Accounting Technician I	57
Accounting Clerk III	48
Theater Box Office Cashier	48
Cashier	44
Accounting Clerk II	41
Accounting Clerk I	38
<u>PURCHASING CLASSIFICATIONS</u>	
Buyer	61
<u>BOOKSTORE CLASSIFICATIONS</u>	
Operations Assistant	57
Shipping and Receiving Specialist	50

CLASSIFICATIONS	SALARY RANGE
Bookstore Purchasing Clerk	48
Textbook Purchasing Clerk	48
Bookstore Sales Clerk III	43
Bookstore Cashier	41
Bookstore Stock Clerk	41
Bookstore Sales Clerk II	40
Bookstore Sales Clerk I	37
Bookstore Seasonal Sales Clerk I	37
Bookstore Seasonal Assistant	31
 <u>INFORMATION TECHNOLOGY CLASSIFICATIONS</u>	
Lead Programmer Analyst	79
Senior Systems and Network Analyst	79
Database Administrator	75
Network Coordinator	74
Programmer Analyst	73
Systems Technical Resource Analyst	73
Communication/Telephony Technician	66
Data Processing Assistant	66
Distance Ed/Information Technology Support Technician	66
Management Information System Trainer	66
Programmer	66
Webmaster	66
Computer Operator/Information Technology Support Technician	63
Micro-Computer Resource Technician	63
Micro-Computer Specialist	60
 <u>AUDIO VISUAL CLASSIFICATIONS</u>	
Audio-Visual Maintenance Specialist	63
Audio Visual Technician	32
 <u>LIBRARY/LEARNING RESOURCES CLASSIFICATION</u>	
Library Services Assistant	56
Library Technical Services Assistant	54
Library/Learning Resource Assistant III	48
Library/Learning Resource Assistant II	41
Library/Learning Resource Assistant I	38
 <u>STUDENT SERVICES CLASSIFICATIONS</u>	
College Relations Specialist	69
Assessment Coordinator	66
Gear Up Coordinator	66

CLASSIFICATIONS	SALARY RANGE
Job Placement Coordinator	66
Neighborhood Centers Coordinator	66
Sign Language Interpreter Coordinator	66
Talent Search Coordinator	66
Targeted Student Project Coordinator	66
University Center Coordinator	66
Upward Bound Coordinator	66
Job Placement Specialist	63
Job Developer	62
Job Developer For Students with Disabilities	62
Job Developer – Hmong Language	62
Financial Aid Assistant II	60
Educational Advisor	57
College Center Assistant	57
Assessment Technician	57
Financial Aid Assistant I	57
Employment/Case Management Specialist - CalWorks/JTPA	54
EOP&S Assistant	54
Student Personnel Services Assistant	54
Student Personnel Assistant - Native American Indian	54
Gear Up Assistant	52
Seasonal Student Advisor	52
Student Services Specialist	52
Talent Search Assistant	52
Upward Bound Assistant	52
Workshop Facilitator	52
Workshop Facilitator - Spanish	52
Job Placement Assistant	51
Job Placement Assistant For Students with Disabilities	51
Evaluator	49
Eligibility/Assessment Assistant	48
Job Coach	41
Job Coach – Hmong Language	41
Reg To Go Orientation Assistant	41
Office Greeter/Receptionist	38
Registration Assistant	33
 <u>INSTRUCTIONAL SUPPORT CLASSIFICATIONS</u>	
Instructional Assistant - Nursing	62
Electronics/Microcomputer Technician	60
Early Childhood Education Specialist	53
Instructional Laboratory Technician - Biological Science	53

CLASSIFICATIONS	SALARY RANGE
Instructional Laboratory Technician - Chemistry/Physical Science	53
Instructional Laboratory Technician - General Science	53
Athletic Equipment Manager	50
Automotive Parts Technician	50
Instructional Technician-Aeronautics	50
Instructional Technician-Agricultural Mechanics	50
Instructional Technician-Art	50
Instructional Technician-Automotive	50
Instructional Technician-Automotive Body & Fender	50
Instructional Technician-Clerical Office Training	50
Instructional Technician-Costume Maker	50
Instructional Technician-Dental Assisting	50
Instructional Technician-Farm Laboratory	50
Instructional Technician-Graphics	50
Instructional Technician-Greenhouse	50
Instructional Technician-Healthcare Interpreting Language Coach	50
Instructional Technician-Machine Shop	50
Instructional Technician-Micro-Computer Lab	50
Instructional Technician-Physical Science	50
Instructional Technician-Skills Center	50
Instructional Technician-Welding	50
Nursery Assistant	50
Tutorial Assistant	50
Piano Accompanist	49
International Education Assistant	48
Toolroom Attendant	43
Instructional Aide-Child Development Laboratory	38
Instructional Aide	32
<u>MISCELLANEOUS TECHNICAL CLASSIFICATIONS</u>	
Occupational Health & Safety Officer	72
Clovis Center Coordinator	69
Madera Center Coordinator	69
Education Resource Center Coordinator	66
Foundation Events Coordinator	66
Grants Officer	66
Institutional Research Coordinator	66
Sales and Marketing Coordinator	66
Workshops, Seminars & Conferences Coordinator	66
Human Resources Analyst	64
Curriculum Analyst	62
Theater Manager	61

CLASSIFICATIONS	SALARY RANGE
College Trainer (Athletic Trainer)	60
International Trade Specialist	60
Research Assistant	60
Program Development Assistant	60
Program Development Assistant-Allied Health	60
Program Development Assistant-Computer Technology	60
Robotics/Automation Systems Specialist	60
Campus Business Assistant	57
Curriculum Assistant	57
Human Resources Assistant	57
Human Resources Specialist	54
Human Resources Technician	50
Business Facilities Assistant	48
 <u>FOOD SERVICES CLASSIFICATIONS</u>	
Baker	43
Cook	43
Food Service Worker II	36
Food Service Worker I	33
Cafeteria Attendant	31
 <u>PUBLIC RELATIONS CLASSIFICATIONS</u>	
Public Information Officer	68
Marketing Specialist	60
Graphic Artist	54
Publications Specialist	53
Newswriter Reporter	50
Photographer	32
 <u>TRANSPORTATION CLASSIFICATION</u>	
Transportation and Operations Assistant	50
Bus Driver	40
DSP&S Mobility Driver	32
 <u>BUILDING MAINTENANCE CLASSIFICATIONS</u>	
Lead Maintenance Person	69
Construction Services Assistant	66
Electrician	64
Air Conditioning and Heating Mechanic	63
Air Conditioning/Plumbing Specialist	63
Boiler/Plumber Specialist	63
Building Generalist	63

CLASSIFICATIONS	SALARY RANGE
Carpenter	63
Vehicle Mechanic	63
Painter	63
Building Locksmith Generalist	60
Maintenance Specialist	60
Security Systems/Energy Specialist	57
Maintenance Worker II	54
Facility Services Assistant	46
Maintenance Worker I	46
Warehouse Worker	46
Physical Education Attendant	43
<u>GROUNDS MAINTENANCE CLASSIFICATIONS</u>	
Lead Groundskeeper Specialist	55
Groundskeeper & Equipment Repair Specialist	51
Groundskeeper Specialist	50
Groundskeeper Worker	46
Groundskeeper Apprentice	40
<u>CUSTODIAL MAINTENANCE CLASSIFICATIONS</u>	
Lead Custodian	46
General Utility Worker	43
Maintenance Utility Worker	43
Custodian	41
<u>SPECIAL SERVICES CLASSIFICATIONS</u>	
Faculty Sign Language Interpreter	\$49.00/Hr.
Sign Language Interpreter IV	52
Sign Language Interpreter III	47
Sign Language Interpreter II	44
Sign Language Interpreter I	40

Management Titles and Ranges

Job Title	Range
Chancellor	N/A
Vice Chancellor, Finance & Administration	N/A
Vice Chancellor, Educational Servs. & Intitutional Effectiveness	N/A
President	N/A
Campus President	N/A
Associate Vice Chancellor, Human Resources	66
Associate Vice Chancellor, Business & Operations	66
Vice President, Administrative Services	66
Vice President of Instruction	66
Vice President of Instruction and Student Services	66
Vice President of Madera and Oakhurst Centers	66
Vice President of Student Services	66
General Counsel	64
Dean of Instruction	62
Dean of Student Services	62
Dean of Students/EOP&S	62
Dean of Workforce Development & Welfare Reform	62
District Dean Admission & Records & Enrollment	62
District Director of DSP&S/Classified Professional Development	62
Executive Director of Foundation	59
Executive Director, Public and Legislative Relations	59
Director for Center for International Trade Development	59
Director of DSP&S	59
Director of Finance	59
Director of Financial Aid	59
Director of Grants/External Funding	59
Director of Information Systems	59
Director of Nursing	59
Director of Police Academy	59
Director of State Center Consortium	59
Director of Student Activities	59
Director of Technology	59
Director of Training Institute	59
Director of TRIO Programs	59
Director of Human Resources	57
Director of Classified Personnel	54
Director of Purchasing	50
Equal Employment Opportunity Diversity & Staff Development Manager	50
Accounting Manager	44
Bookstore Manager	44
Chief of Police	44
Director of Environmental Health & Safety	44

Management Titles and Ranges

Job Title	Range
Director of Maintenance & Operations	44
Director of Marketing & Communications	44
Assistant Bookstore Manager	40
Construction Services Manager	40
Accounting Supervisor	37
Police Lieutenant	37
Admissions & Records Manager	34
Campus Financial Aid Manager	34
Food Service Manager	34
Building Services Manager	30
Custodial Manager	30
Duplications & Switchboard Supervisor	30
Grounds Services Manager	30
Residence Hall Supervisor	30
Assistant Residence Hall Supervisor	24

List of Departments for District Office and
District Operations

District Office

Office of the Chancellor

- Public and Legislative Relations
- General Counsel

Office of the Vice Chancellor, Educational Services & Institutional Effectiveness

- Admissions and Records/Institutional Research
- Center for International Trade Development
- State Center Consortium
- Grants and External Funding
- Information Systems

Office of the Vice Chancellor, Finance & Administration

- Business Office
- Purchasing

Office of the Associate Vice Chancellor, Human Resources

- Personnel Commission
- Benefits
- Classified Professionals Development

State Center Community College Foundation

District Operations

Office of the Associate Vice Chancellor, Operations

- Maintenance & Operations
- Grounds
- Police Services
- Environmental Health and Safety
- Construction

APPENDIX J - CONTEXT, FACTORS, CHALLENGES AND CONSTRAINTS

Context

Accreditation

The State Center Community College District board of trustees on October 10, 2013 approved the Willow International Community College Center Needs Assessment.

Willow International Community College Center - Needs Assessment - Approved 10/10/2013

ACCJC has reviewed the Addendum to the Application for Candidacy and **granted Candidacy** status to Willow International Community College Center on March 6, 2013.

Willow International Community College Center is a Candidate for Accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Boulevard, Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

Candidate for Accreditation is a status of preliminary affiliation with the Commission initially awarded for two years. Candidacy is not accreditation and does not assure eventual accreditation. Willow International Community College Center will undergo its next accreditation review in 2015.

Willow International Community College Center remains accredited through Reedley College until it is granted college status.

The SCCC board on October 2, 2012, approved the Willow International - Addendum to the Application for Candidacy. The report was submitted to the ACCJC.

The District faces challenges in the coming years in meeting increasing service demands from growth with numerous economic constraints. At present, the District consists of Fresno City College, Reedley College, Willow International Community College Campus, the Madera Center, Oakhurst Site, and other educational and training centers such as, Career Technology Center, Training Institute, Consortium, and the Center for International Trade Development. Classes are also offered at additional satellite campuses in Dinuba, Easton, Fowler, Kerman, Kingsburg, Orange Cove, Parlier, Sanger and Selma.

SCCCD's service area population increased 18 percent from 2000 to 2010, California's overall statewide numbers increased just 10 percent. Projections show that SCCC service area population growth will continue to outpace the average for California. Between 2000 and 2010, SCCC's enrollment increased 23 percent. This enrollment surge is not unreasonable given that SCCC's participation rate (the proportion of the adult population of the service area attending the colleges), appears to be much below that of the State, overall (4.9 percent versus 8.4 percent).

In other words, SCCCDC had not enrolled the typical number of students for its service area size. However, by 2011, SCCCDC reduced enrollments below the 2010 number. Between 2006 and 2011; wait-listed enrollments increased 119 percent. That is, in fall 2011, 64,818 course enrollments were wait-listed, with students hoping that a course enrollment slot would open up.

SCCCDC's service area is among the most economically depressed and socio-economically disadvantaged in the state and thus is in extreme need of economic and workforce development program delivery tailored to disadvantaged student needs, and program planning that addresses specific business and industry workforce requirements.

The unemployment rates in Fresno, Madera, Tulare, and Kings Counties, respectively, were great at 16.0 percent, 14.7 percent, 15.4 percent, and 14.8 percent in 2011, compared to the lower state average rate of 11.8 percent. Likewise, in 2010, significant portions of the counties (portions within SCCCDC service area) included families or persons living below poverty level: 16.9 percent of Fresno County, 14.3 percent of Madera County, and 23.9 percent of Tulare County. Educational attainment levels of the SCCCDC service area population are low. While 18.5 percent of the California population had not acquired a high school diploma, 25.1 percent of Fresno County, 31 percent of Madera County, and 41.7 percent of Tulare County, did not have a high school diploma. Close to half of the service area population, (41 percent of Fresno County and 43 percent of Madera County) were from a home where a language other than English was spoken.

The District service area includes four counties of varying population sizes, each with distinctive educational needs. Kings County contains 1,076 persons within the service area, Tulare County has 33,185 persons, Madera County with 126,673 persons, and Fresno County with 867,308 persons (2010).

Distance education enrollments throughout the District have increased from 3,061 in fall 2007 to 4,588 in fall 2011, an increase of 50 percent. Distance education could provide a partial solution for some of the issues that SCCCDC is experiencing, e.g., serving a geographically widely dispersed population. Contrary to many areas in California, SCCCDC has a large and growing population of high school graduates to matriculate to SCCCDC. From 2008 to 2019-20, the number of high school graduates is projected to decline by 1.1 percent in Fresno County high schools, but to increase 11.9 percent in Madera County high schools, 12.5 percent in Tulare County, and 27.2 percent in Kings County. Overall for the state of California, high school graduates will decline 3.8 percent. Additionally, SCCCDC is to be congratulated for enrolling a large percentage of those high school graduates as beginning freshmen. For most high schools in the service area, approximately 50 percent of graduates matriculate to an SCCCDC college.

The ethnic distribution of SCCCDC's enrollment is closely representative of its service area, see table below:

	Service Area/Race Ethnicity 2012	SCCCD Student Race/Ethnicity Fall 2012
African-American/non-Hispanic	4%	6%
American Indian/Alaska Native	1%	1%
Asian/Pacific Islander	7%	13%
Hispanic	54%	50%
White/non-Hispanic	32%	26%
Other	2%	4%
Total	100%	100%

Employee Categories for Reporting Purposes

The Staffing Plan relies on EE06 occupational categories, these general employment categories are reported by all employers to the Federal government used in the analysis of compliance to equal employment opportunity law. These same categories are used for reporting employee demographic MIS data to the State Chancellor’s Office; thus, using the EE06 categories allowed for Staffing Plan integration of data the District already collects and reports. The EE06 categories include: (1) executive, administrative and managerial; (2) faculty; (3) professional (non-faculty); (4) clerical/secretarial; (5) technical/professional; (6) skilled crafts; and (7) service/maintenance (See Appendix L for definition of categories) From these categories, employee data are analyzed across five job classifications: (1) educational administrator and (2) classified administrator (EE06 category 1); (3) full-time faculty and (4) part-time faculty (EE06 category 2); and (5) classified staff (EE06 categories 3 through 7). Detailed information regarding the demographics of the faculty and staff can be found on the district’s intranet site: [Human Resources Staffing Plan](#) and in the District’s EEO Plan.

Factors Influencing Staffing

Growth data are provided in 4 forms: student headcount, full-time equivalent student (FTES) by “work location”, facilities/new instructional centers, and data for full time and part time employees. Appendix M contains the growth data that Chancellor’s Cabinet, Communications Council and the colleges/centers’ governance processes have considered in the formation of their recommendations.

Employee Separation Data

EE06 employee separation data were calculated over a five-year average (2009 – 2013). The data includes all retirements and resignations. To make EE06 reporting more meaningful in the community college context, the EE06 reporting category “executives” has been translated to “educational and classified administrator.” The following tables contain the employee separation data used by the Staffing Plan.

STATE CENTER COMMUNITY COLLEGE DISTRICT (Total District)

EE06 Occupation	Total Head Count (5 YRS)	Average Head Count
1 Educational & Classified Administrators	27	4
2 Faculty (Full-Time Only)	76	15.2
3 Professional (Non-Faculty)	3	.6
4 Clerical/Secretarial	137	27.4
5 Technical/Paraprofessional	46	9.2
6 Skilled Crafts	4	.8
7 Service/Maintenance	20	4
TOTAL	313	62.6

DISTRICT OFFICE

EE06 Occupation	Total Head Count (5 YRS)	Average Head Count
1 Educational & Classified Administrators	6	1.2
2 Faculty (Full-Time Only)	0	0
3 Professional (Non-Faculty)	1	.2
4 Clerical/Secretarial	8	1.6
5 Technical/Paraprofessional	9	1.8
6 Skilled Crafts	1	.2
7 Service/Maintenance	5	1

FRESNO CITY COLLEGE

EE06 Occupation	Total Head Count (5 YRS)	Average Head Count
1 Educational & Classified Administrators	13	2.2
2 Faculty (Full-Time Only)	52	10.4
3 Professional (Non-Faculty)	1	.2
4 Clerical/Secretarial	79	15.8
5 Technical/Paraprofessional	25	5
6 Skilled Crafts	1	.2
7 Service/Maintenance	9	1.8

REEDLEY COLLEGE

EE06 Occupation	Total Head Count (5 YRS)	Average Head Count
1 Educational & Classified Administrators	5	.6
2 Faculty (Full-Time Only)	15	3
3 Professional (Non-Faculty)	1	.2
4 Clerical/Secretarial	25	5
5 Technical/Paraprofessional	7	1.4
6 Skilled Crafts	1	.2
7 Service/Maintenance	4	.8

MADERA/OAKHURST CENTERS

EE06 Occupation	Total Head Count (5 YRS)	Average Head Count
1 Educational & Classified Administrators	0	0
2 Faculty (Full-Time Only)	6	1.2
3 Professional (Non-Faculty)	0	0
4 Clerical/Secretarial	8	1.6
5 Technical/Paraprofessional	3	.6
6 Skilled Crafts	0	0
7 Service/Maintenance	1	.2

WILLOW INTERNATIONAL COMMUNITY COLLEGE CENTER

EE06 Occupation	Total Head Count (5 YRS)	Average Head Count
1 Educational & Classified Administrators	3	.4
2 Faculty (Full-Time Only)	3	.6
3 Professional (Non-Faculty)	0	0
4 Clerical/Secretarial	17	3.4
5 Technical/Paraprofessional	2	.4
6 Skilled Crafts	1	.2
7 Service/Maintenance	1	.2

Age Distribution

Average Age analysis of employee separation data was also performed and analyzed by EE06 category:

STATE CENTER COMMUNITY COLLEGE DISTRICT (Total District)

EE06 Occupation	Average Age
1 Educational & Classified Administrators	59.88
2 Faculty (Full-Time Only)	59
3 Professional (Non-Faculty)	48
4 Clerical/Secretarial	42.5
5 Technical/Paraprofessional	40.65
6 Skilled Crafts	57
7 Service/Maintenance	55.25
TOTAL	48.79

DISTRICT OFFICE

EE06 Occupation	Average Age
1 Educational & Classified Administrators	62
2 Faculty (Full-Time Only)	NA
3 Professional (Non-Faculty)	39
4 Clerical/Secretarial	48
5 Technical/Paraprofessional	44.56
6 Skilled Crafts	66
7 Service/Maintenance	61.2
TOTAL	52.27

FRESNO CITY COLLEGE

EE06 Occupation	Average Age
1 Educational & Classified Administrators	59.23
2 Faculty (Full-Time Only)	60.85
3 Professional (Non-Faculty)	56
4 Clerical/Secretarial	40.38
5 Technical/Paraprofessional	39.76
6 Skilled Crafts	44
7 Service/Maintenance	50.89
TOTAL	48.2

REEDLEY COLLEGE

EE06 Occupation	Average Age
1 Educational & Classified Administrators	58
2 Faculty (Full-Time Only)	54.53
3 Professional (Non-Faculty)	49
4 Clerical/Secretarial	46.56
5 Technical/Paraprofessional	42.57
6 Skilled Crafts	63
7 Service/Maintenance	56.5
TOTAL	50.13

MADERA/OAKHURST CENTERS

EE06 Occupation	Average Age
1 Educational & Classified Administrators	NA
2 Faculty (Full-Time Only)	59.33
3 Professional (Non-Faculty)	NA
4 Clerical/Secretarial	54.38
5 Technical/Paraprofessional	34.33
6 Skilled Crafts	NA
7 Service/Maintenance	60
TOTAL	53

WILLOW INTERNATIONAL COMMUNITY COLLEGE CENTER

EE06 Occupation	Average Age
1 Educational & Classified Administrators	61.67
2 Faculty (Full-Time Only)	48.67
3 Professional (Non-Faculty)	NA
4 Clerical/Secretarial	38.24
5 Technical/Paraprofessional	37
6 Skilled Crafts	55
7 Service/Maintenance	55
TOTAL	43.15

Assumptions, Challenges and Constraints

Budget

For the purpose of this Plan, the District assumes that the state will provide access/restoration funds and that finances are on an upward trend due to Proposition 30 for roughly the next 5 years.

Vacancies Due to Budget Constraints

In fiscal year 2008-09 through 2013-14, due to budgetary constraints (workload reduction), the district implemented a modified hiring front. Due to the implementation of the hiring frost all positions including limited term and provisional must go through the Chancellor's Cabinet Workgroup for approval prior to any positions being filled. Below you will see current vacancies within the district.

CURRENT VACANCIES

LOCATION	FACULTY	CLASSIFIED	EDUCATIONAL ADMINISTRATORS	CLASSIFIED MANAGERS
Fresno City College	17	11	6	0
Reedley College	4	6	1	0
Madera Center	2	0	1	0
Oakhurst	0	1	0	0
Willow International	0	2	0	1
District Office	0	8	0	1

The persistence of the modified hiring frost, coupled with the total of funded but as yet unfilled positions indicates that the District may currently be operating at or very close to its minimum staffing level. This hiring frost provides for filling critical positions on a case-by-case basis.

Definitions, Acronyms & Glossary
Human Resources
(Master List) – In Progress

AFT	American Federation of Teachers
Attrition	Gradual reduction of the size of a workforce by not replacing personnel lost through retirement or resignation
Contracting Out	District pays for an outside contractor to perform particular services still being performed also by District employees (Greg has been asked to check on this Dec. 31, 2012)
Core Restructuring	District no longer performs a particular service (Greg has been asked to check on this Dec. 31, 2012)
CSEA	California School Employees Association
DFEH	Department of Fair Employment and Housing
ECPC	Educational Coordinating and Planning
EEO Plan	Equal Employment Opportunity Plan
FERP	Faculty Early Retirement Program
FLSA	Fair Labor Standards Act
FON	Faculty Obligation Number
FSA	Faculty Service Areas
FTE	Full-Time Equivalent (Usually 1 per full-time employee)
FTEF	Full-Time Equivalent Faculty
FTES	Full-Time Equivalent Students (# of students x # hours per week x 17.5 weeks divided by 525=FTES)
FTFO	Full-time Faculty Obligation (Associated with FON and pertains to the 75/25 rule)
HERC	Higher Education Recruitment Consortium
HR	Human Resources

IPEDS	Integrated Postsecondary Education Data System
LHE	Lecture Hour Equivalent (Lab is = .75 of a lecture hour)
MIS	Management Information Systems
MOU	Memorandum of Understanding - a bilateral or multilateral agreement between two or more parties
PC	Personnel Commission
Planning Horizon	Amount of time an organization will look into the future when preparing a strategic plan
Reassignment	To assign to a new position, distribution, or function
Reorganization	The act or process of organizing again or differently
SCFT	State Center Federation of Teachers
Staffing Plan	A systematic process to ensure that an organization has the right number of people with the right skills to fulfill business needs
Subunit	Subdivision of a larger unit
TOPS	Taxonomy of Programs
Transfer	Move from one place to another
Work Locations	Fresno City College, Reedley College including the Madera Center and Oakhurst Site, Willow International Community College Center, and the District Office