

Reedley College

Human Resources Staffing Plan



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Executive Summary

The following document is to be considered a living document with many elements not available and in development.

It provides a plan on how to approach staffing at Reedley College in all of its locations. Administration will be responsible for the annual implementation and evaluation of the plan.

This plan is aligned with and in the same format as the State Center Community College District Human Resources Staffing Plan. Whereas the district plan provides general guidance, the college plan looks at specific data to guide staffing decision making.

The college understands that there may be occurrences when staffing decisions need to be made outside of the prescribed cycle. In such an event, the college president has determining authority.

Developing a Human Resources Staffing Plan was identified as one of the top priorities from the 2013-2014 Strategic Plan. President's Cabinet, which is made up of the president and four vice presidents, was charged with this task. They enlisted two members of the Districtwide Human Resources Staffing Plan Taskforce to help them; one faculty member and one classified staff.

The Reedley College Human Resources Staffing Plan was written by:

Ms. Donna Berry

Dr. Sandra Caldwell

Mr. Jan Dekker

Dr. John Fitzer

Ms. Mary Helen Garcia

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Considerations

Prior to development of the Reedley College Human Resources Staffing Plan, the following items were considered and discussed:

1. What are we comfortable with in terms of staffing budget as a percentage of total allocation?
 - a. Guide – 92% give or take 2% (Fund 11). This is an initial estimate based on five-year history subject to change for appropriate operations. (Appendix A)
2. What are the classifications of employees are needed to operate?
 - a. Classified & Confidential
 - b. Administration/Managers
 - c. Faculty – Instruction
 - d. Faculty – Instructional/Student Support
3. What fiscal obligations, restrictions, and legislation do we need to operate within?
 - a. Faculty Obligation Number
 - b. 50% Law
 - c. 75/25
 - d. AB 1725
 - e. Labor Negotiations
 - f. SSSP Match
 - g. District Resource Allocation Model (Appendix B)

Elements of a Human Resources Staffing Plan

(SHRM & CUPA-HR Models)

Step 1: Demand Forecast

Identify how many staff are necessary to meet institutional need. The most accurate forecasts are 1-3 years into the future.

Consider:

1. Staffing level: How many positions will be needed in “core” job areas?
2. Regular turnover: What is the projected turnover rate due to competition?
3. Retirement turnover: What is the projected turnover rate due to anticipated retirement?
4. Knowledge and skill loss: What percentage of staff’s knowledge and skills will become outdated without any training or development?

Step 2: Supply Forecast

Identify what and how many staff will be available to meet staffing needs.

Consider:

1. Internal Availability: How many employees will be reassigned within the target timeframe?
2. External Availability: How many people are doing similar work in the target recruitment area? How many people are regularly hired away from other employers?
3. Future Labor Supply: How many people will be entering the qualified labor pool from schools or other training programs in the target recruitment area?
4. Current Training and Development: What percentage of core knowledge and skill loss is presently being mitigated by training and development efforts?

Step 3: Gap Analysis

Subtract the projected supply from the projected demand. A negative result indicates the need for a new strategy.

Step 4: Strategy Identification and Prioritization

There are demand-side and supply-side staffing strategies. Consider a combination of strategies when addressing staffing gaps.

Demand-Side Strategies

Retention – Reduce turnover through retention incentives

Reorganization – Reduce the number of positions through expanding span of area

Work Process Redesign – Reduce staffing needs by streamlining workflows and methods

Employee Performance Management – Reduce staffing needs by improving individual productivity

Supply-Side Strategies

Recruitment – Expand applicant pools through targeted marketing

Modify Qualifications – Expand pools by considering a broader range of experience and education.

Workforce Development – Grow future applicant pools by supporting schools and apprenticeship programs.

Training and Development – Incumbent training for up-to-date and changing

Succession Planning – Grow new internal applicant pools through training and development programs

Step 5: Implementation and Evaluation

For further information, please visit www.shrm.org and www.cupahr.org.

Reedley College Human Resources Staffing Plan

I. Compilation – Demand Forecast

1. Staffing Level

a. Current with operating areas by location, classification and budget source to include areas identified with heavy staffing for load.

- i. Instruction
- ii. Student Services
- iii. Administrative Services
- iv. Categorically funded positions
- v. Institutionalization of grant funded positions

b. Vacant/Needed Positions within operating areas by location and classification to include areas identified with insufficient staffing for load.

- i. Instruction
- ii. Student Services
- iii. Administration
- iv. Categorically funded positions
- v. Institutionalization of grant funded positions

2. Regular Turnover: District and College Level. Internal Competition with Fresno City College and Clovis Community College Center (to be regular MIS data item).

3. Retirement Turnover. Average age and years of service (to be regular MIS data item).

a. Instruction

b. Student Services

c. Administrative Services

d. Next three years by Operating Area to include impact of FERP

- i. Instruction – Discipline
- ii. Student – Unit
- iii. Administration – Unit

4. Knowledge & Skill Loss Potential. Evolution of technology, processes, and pedagogy.

a. Operating Areas

b. Classified Expertise

c. Instructional Disciplines

II. Compilation – Supply Forecast

1. Internal Availability

a. Classified Expertise

b. Part-time faculty

c. Multi-site

i. Madera

ii. Oakhurst

iii. Reedley

iv. Rural Service Area Expansion

d. Operating Area

i. Instruction – Multiple discipline opportunities (FSAs)

ii. Student Services

iii. Administrative Services

e. Distance Education Growth Areas as targeted within the Distance Education Strategic Plan

2. External Availability (to be regular MIS data item).

a. Business & Industry

b. Local Areas – Area School Districts, Classified, Distance Education, Within District

3. Future Labor Supply

a. Silver Tsunami

b. Graduate programs in immediate service areas and graduate intern program

c. Training and Community College graduates

d. Business & Industry in the area

4. Current Training and Development

a. Faculty Coordinators

b. Department Chairs

c. Division Representatives

d. Internal interim opportunities

e. Senate leadership

- f. Committee chairs
- g. Districtwide committee participation
- h. Statewide Committees
- i. Accreditation Teams
- j. District leadership programs
- k. Sabbaticals
- l. External leadership development
- m. Faculty content area to professional development
- n. Statewide and National association participation

III. Implementation – Administrative Annual Process

1. Complete demand and supply data
 - a. Demand forecast methodology and metrics
 - i. Funds 11 and 12 Load and budget (Appendix C)
 - ii. LHE Analysis (Appendix D)
 - iii. Substantiated Program Review Goals
 - iv. Scope of Institution
 - v. Faculty Prioritization Process (Appendix E, Appendix F)
 - vi. Development of Administrative, Management, and Classified Prioritization Processes
 - b. Supply forecast methodology and metrics
 - i. Substantiated Program Review Goals
 - ii. Scope of Institution
2. Gap and Organizational Analysis – How many are we short or over and where
 - a. Gap Analysis Worksheet inclusive of substantiated Program Review Goals (Appendix G)
 - b. Scope of institution
3. Organizational Analysis – Comparing current staffing to needed staffing
4. Create Staffing Prioritization

IV. Evaluation – Administrative Annual Process

1. Past year effectiveness and changes
2. Level of implementation of previous staffing prioritization
3. Budget considerations with a 3-5 year timeline
4. Impact of scope of institution and considerations of Reedley College

Appendix A: Salary and Benefits History

Fund 11	Actual Costs			
	2012-13	2011-12	2010-11	2009-10
<u>Total Salaries & Benefits</u>	<u>38,140,457</u>	<u>39,510,578</u>	<u>40,056,943</u>	<u>40,248,359</u>
Total Operating Expenses	41,095,118	41,948,033	42,700,621	43,341,744
	92.8%	94.2%	93.8%	92.9%

Source document:

ACCJC Fiscal Report backup
(RC, MC, OC, WI)

Appendix B: District Resource Allocation Model

**State Center CCD
2014-15 Budget Allocation Worksheet**

	Districtwide/ District Office	Fresno City College	Reedley College	Willow International	TOTAL DISTRICT
2014-15 Available Resources to Allocate					\$ 140,382,120
<u>Option 1 DBRAAC Allocation Model</u>					
FY 2013-14 BASE ALLOCATION	\$ 22,612,291	\$ 71,849,642	\$ 32,245,906	\$ 10,815,910	\$ 137,523,749
2014-15 Permanent (Fixed) Cost Increases	269,493	1,295,982	619,769	210,400	2,395,644
2013-14 Alloc + 14-15 Fixed Costs	\$ 22,881,784	\$ 73,145,624	\$ 32,865,675	\$ 11,026,310	\$ 139,919,393
2014-15 DBRAAC Allocation Model	\$ 23,005,343	\$ 72,141,529	\$ 32,777,766	\$ 12,457,482	\$ 140,382,120
Over / (Under) Allocated to cover base need	\$ 123,559	\$ (1,004,095)	\$ (87,909)	\$ 1,431,172	\$ 462,727
				Surplus / (Deficit)	\$ -
<u>Option 2 Modified Allocation Model</u>					
FY 2013-14 BASE ALLOCATION	\$ 22,612,291	\$ 71,849,642	\$ 32,245,906	\$ 10,815,910	\$ 137,523,749
2014-15 Permanent (Fixed) Cost Increases	269,493	1,295,982	619,769	210,400	2,395,644
Adjustment: Site Specific Misc Revenue/OPEB	175,178	131,000	89,400	57,800	453,378
Willow-International Accreditation Staffing **	-	-	-	1,015,000	1,015,000
2014-15 MODIFIED Allocation Model	\$ 23,056,962	\$ 73,276,624	\$ 32,955,075	\$ 12,099,110	\$ 141,387,771
				Surplus / (Deficit)	\$ (1,005,651)
Difference between Allocation Opt 2 vs Opt 1	\$ 51,619	\$ 1,135,095	\$ 177,309	\$ (358,372)	\$ 1,005,651

Appendix E: Faculty Prioritization Process

New Faculty Identification and Prioritization Process

(Used at Reedley Campus)

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. 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. 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)
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, 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 that discipline or program, the President may, in consultation with the Department Chairs, offer a tenure-track position.

New Faculty Identification and Prioritization Process

(Used at Madera and Oakhurst Centers – awaiting final, formal process Fall 2014)

The process is a carryover from when Madera and Oakhurst were part of the North Centers. There is not a formal presentation process brought forward by the individuals submitting the requests. The requests are handled through the Division Representatives to advocate and answer questions about the recommendations in College Center Council.

Madera Oakhurst College Center Council Steps:

1. Review each request
2. Discuss/question including the goals and needs of the centers
3. Move toward consensus
4. Make final decision
5. Recommendations forwarded to the Vice President and President

Appendix F: Faculty Prioritization 2013-2014

To: Sandra Caldwell, President

From: Jan Dekker, I-VPI

Date: 11/25/13

Re: Faculty Prioritization Process

The results of the RC Faculty Prioritization processes we completed in the last two weeks are shown below-1 being the highest recommended faculty position to advertise for during the spring 2014 semester. Please note that MC/OC has a different process going through their College Center Council. Their recommendation has been shared with you already.

RC-Department Chairs:

1. Child Development
2. Biology
3. Communication
4. Mathematics
5. Automotive Technology

RC Office of Instruction including I-VPI and Deans

1. Child Development
2. Communication
3. Biology
4. Automotive Technology
5. Mathematics

The deans felt that the programs that deal with retirement should have a larger chance to replace their faculty member when the numbers warrant it. I am willing to provide more background information. Please let me know.

Madera and Oakhurst Center Faculty Request

From the Madera Oakhurst College Center Council meeting held on November 8, 2013, by consensus the committee has placed the following positions rank order.

1. Counselor
2. Political Science
3. Criminology
4. Geology

Appendix G: Gap Analysis Worksheet

DEMAND FORECAST

Knowledge and Skill Loss Vulnerability:

Professional Development Opportunities:

SUPPLY FORECAST

Current Positions:

Reorganization Opportunities:

Work Flow Reassign Opportunities:

GAP ANALYSIS

MANAGER/COORDINATOR “WISH LIST”

Position Title in Priority Order	Site	Classification	Justification

Appendix H: Model

Step 1: Demand Forecast

Identify how many staff are need to meet deliverables, outputs, and performance measures. The most accurate forecasts are 1-3 years into the future.

Consider:

5. Staffing level: How many positions will be needed in “core” job areas?
6. Regular turnover: What is the projected turnover rate due to competition?
7. Retirement turnover: What is the projected turnover rate due to anticipated retirement?
8. Knowledge and skill loss: What percentage of staff’s knowledge and skills will become outdated without any training or development?

Step 2: Supply Forecast

Identify what and how many staff will be available to meet staffing needs.

Consider:

5. Internal Availability: How many employees will be reassigned within the target timeframe?
6. External Availability: How many people are doing similar work in the target recruitment area? How many people are regularly hired away from other employers?
7. Future Labor Supply: How many people will be entering the qualified labor pool from schools or other training programs in the target recruitment area?
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Step 3: Gap Analysis

Subtract the projected supply from the projected demand. A negative result indicates the need for a new strategy.

Step 4: Strategy Identification and Prioritization

There are demand-side and supply-side staffing strategies. Consider a combination of strategies when addressing staffing gaps.

Demand-Side Strategies

Retention – Reduce turnover through retention incentives

Reorganization – Reduce the number of positions through expanding span of area

Work Process Redesign – Reduce staffing needs by streamlining workflows and methods

Employee Performance Management – Reduce staffing needs by improving individual productivity

Supply-Side Strategies

Recruitment – Expand applicant pools through targeted marketing

Modify Qualifications – Expand pools by considering a broader range of experience and education.

Workforce Development – Grow future applicant pools by supporting schools and apprenticeship programs.

Training and Development – Incumbent training for up-to-date and changing

Succession Planning – Grow new internal applicant pools through training and development programs

Considerations for Reedley College

1. Program Review Substantiated Requests (including minimum requirements)
2. Faculty Prioritization Process
3. “Business as Usual” mindset
4. Right Sizing – Easy to say, but hard to do
5. Program Discontinuations, Suspension, Reconfiguration, and Revitalization
6. Large Service Area: 1 campus, 1 center, and 1 site; Loss of Madera Center positions
7. Budget Process Internally
8. Strategic Directions, both district and college
9. DBRAAC Process that indicates a reduced budget every year for the next four years
10. Personnel Commission
11. Districtwide Centralization
12. Reallocating Student Services Classified Staff
13. Instructional Technician in Horticulture
14. Retirements
15. Nursing

16. Reassigned Time
17. Financial Aid after Willow split
18. DSPS after Willow split
19. Farm Management
20. Classified Admissions & Records
21. Others?

Appendix I: SCCC District Human Resources Plan



**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**

DRAFT

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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.

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

	<ul style="list-style-type: none"> • 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.

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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 SCCCD 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 (Time Per Task) X (Number of Tasks Annually) = 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.