

STAFFING PLAN

The Staffing Plan has taken into consideration the emphasis placed in the Educational and Technology Plans on the staffing needs of the College. The Staffing Plan begins with an overview of current staffing levels and categories at the College, continues with a recounting of the recruitment, selection and evaluation processes, and concludes with issue statements and recommendations for addressing the issues. The issues and Planning Agendas presented in this plan reflect the concerns voiced in the other chapters of the Comprehensive Master Plan.

STAFFING OVERVIEW

Staffing Levels

El Camino College employs a well-qualified staff dedicated to meeting the needs of our students and our community. There are currently 308 full-time and 716 part-time faculty members. Thirty-four full-time and 64 part-time faculty members are non-instructional. Non-instructional faculty members are counselors, librarians, faculty program coordinators, and Health Center personnel. College management, office, technical, and grounds support functions are filled by 355 classified, nine confidential, 11 police officers, 47 administrators, 19 supervisors, and ten Special Projects Temporary Administrators. Approximately 800 student, temporary classified, and casual employees provide additional office, classroom and lab assistance.

As a part of the process of developing the staffing plan, division representatives in all areas were surveyed as to their perceptions regarding future staffing needs. Academic divisions indicated, on average, a need for an additional 19 tenure-track faculty members per year through fall 2010 for a total of 133 more faculty. Campus-wide, a need was recorded for an average hiring rate of six additional classified employees per year through fall 2004 for a total of 42 more classified employees. Surveys indicated that six more managers would be needed during the same time frame.

A review of the nearly 1,500 permanent employees indicates that 53% percent of the District's workforce is at least 50 years of age. Replacing experienced faculty members, classified staff, and managers due to retirements over the next five years may prove to be a challenge for the District.

The college maintains a sufficient number of faculty members to offer quality programs and services. Historically the college has consistently met or exceeded the targeted 75:25 faculty obligation per Assembly Bill 1725 with the exception of the 2003-2004 fiscal year. The ratio of sections taught by full-time to part-time faculty during the 2003-2004 year was 67:33. During the fall semester of 2003 ECC received a one-time deferral of the full-time to part-time faculty obligation. The deferral was necessary because the College responded to budgetary constraints by implementing a campus-wide staffing management system by initiating a hiring freeze. For the 2004-05 academic year, the College has hired fifteen new faculty members.

Employee Categories

El Camino College has several hiring categories. Faculty members may be hired as either tenure-track full-time academic employees or non-tenure track part-time employees. A Memorandum of Understanding with the faculty collective bargaining unit also permits the hiring of non-tenure track full-time faculty members hired by certain categorical programs or grant funds. In emergency situations, a faculty member can be hired as a full-time temporary employee for no more than two semesters. Child Development teachers are hired as certificated employees but are not considered to be academic employees or faculty members.

Classified staff members are primarily hired as classified service employees with the exception of a limited number who are hired as confidential classified employees (e.g., Human Resources staff) or sworn police officers. Staff members are considered permanent employees

after completing a twelve-month probationary period. Classified staff members accrue seniority that leads in some cases to “bumping” rights.

Administrators are hired as educational administrators if they oversee at least one faculty member or classified managers/supervisors if they manage classified staff only. Managers hired via grant funds are employed under the contingency that the position they fill will no longer exist if the grant is no longer funded.

Student and short-term temporary (“Temporary Classified and Casual”) employees are split into three separate categories under the provisions of California Educational Code 88003 and Assembly Bill 500. Most students are hired through the Federal Work Study financial aid program. These students are placed in short-term office or tutorial positions throughout the campus. The students work fewer than 20 hours per week unless they have a grade point average above a 3.00, in which case they may work up to 30 hours per week with prior approval from the Financial Aid Office. Students are hired in the fall and work until their funding expires. Other student employees have the same restriction for the number of hours they may work per week, but are paid out of non-financial aid resources.

Temporary Classified is a category used to fill vacant classified service positions until the position can be filled through the regular hiring process. The category of Casual employee is used to fill “professional expert” or unique positions that do not fit within the classified service structure of positions.

Two other forms of short-term employees are Special Projects Temporary Administrator and contract instructors and trainers. The Temporary Administrator job category was created to allow the college to hire temporary managers to handle daily operational or supervisory tasks involved in grant management and other unique or special projects. Contracted instructors and trainers teach credit and not-for-credit subject

matter at business and industry sites as arranged by the Community Advancement Division’s Business Training Center programs. The contracted instructors and trainers also teach not-for-credit courses on and off-campus through the Community Education and Foster Care Education programs.

EMPLOYEE RECRUITMENT AND SELECTION PROCESSES

Faculty Prioritization Process

El Camino College utilizes a faculty prioritization process to recommend which vacant teaching and non-teaching faculty positions are most needed by the college and should be filled. The process includes a justification of the position’s impact on the program, strength of the program, and the ability to meet student needs. The evaluation also includes programmatic data regarding the ratio of full-time to part-time faculty, full-time equivalent (FTE) load, availability of part-time instructors, growth, history, productivity, weekly student contact hours (WSCH) per FTE, and the departmental hiring history for the past three years.

Upon the completion of the evaluation process each academic division and the counseling division cast two votes, one vote per division dean/director, and one vote per division faculty representative – who is familiar with the division’s needs. The votes are tallied and ranked in order of the most votes received and then forwarded to the President. The President determines the number and type of faculty positions to hire for the following year.

Recruitment Process

ECC adheres to equal employment opportunity guidelines and objective job-related criteria determined by position qualifications, institutional objectives, and representative selection for hiring. All employees must meet specific criteria established to perform representative duties of the classification or job. These criteria include minimum qualifications for both certificated and

classified positions, which the college lists in classification specifications (job descriptions) that are approved by the Board of Trustees. The College develops position announcements, in conjunction with the division, the President's Cabinet, and the appropriate union representatives. Position announcements are then published through the Human Resources Office. Certificated and classified employees' hiring processes are outlined in Board-approved policies and procedures, and respective collective bargaining agreements.

Minimum qualifications and equivalency procedures for faculty members are established through mutual agreement between the Academic Senate and the Board of Trustees as needed. New or revised classified service positions are reviewed and agreed upon by the El Camino Classified Employees (ECCE) Union prior to Board of Trustees approval.

Selection Process

The Human Resources Department has hiring policies and procedures to monitor all District selection processes. The department reviews all applications to determine whether or not the pool of applicants is diverse and meets the minimum qualifications prior to releasing the applications to the hiring committee. Human Resources staff members provide committee chairs with checklists to guide the chairperson through the hiring process.

The hiring of faculty and administrators involve two rounds of interviews, while the hiring of classified employees is a single round process. Faculty and Administrator committee chairs typically form a hiring committee to include the following members: administrator, faculty union representative, classified union representative, and an Equal Employment Opportunity (EEO) representative. A committee chairperson will add other members who work in the department/division or who will work closely with the new hire once the vacant position is filled.

When hiring for a full-time faculty position, the committee chair is contractually required to form a committee with at least three tenured faculty members from the discipline posting the opening (or from the division if there are not enough faculty members available in the discipline), and one faculty member from outside of the division. Classified committee chairpersons are contractually required to form a hiring committee with at least one employee appointed by ECCE and an employee who serves as the Equal Employment Opportunity (EEO) representative. As with other hiring committees the committee chair may add other members to the committee who work in the department/division or who will work closely with the new hire once the vacant position is filled.

Membership of hiring committees can be delayed during periods when hiring is very active. Gaining union representation and especially EEO representation on a hiring committee can be challenging due to the limited number of trained EEO representatives currently available.



EMPLOYEE EVALUATION PROCESSES

ECC's evaluation procedures meet all requirements specified in Assembly Bill 1725 and other appropriate statutes. Collective bargaining agreements specify evaluation procedures for faculty, child development teachers, classified service employees, and police officers. The actual evaluation procedures vary by employee group and utilize differing time spans for evaluation periods.

Certificated Evaluations

Faculty evaluations and follow-up procedures for contract, tenured, and part-time faculty are outlined in the ECFT agreement. Each division evaluates contract faculty during the first, second, third, and fifth semester after hiring. The evaluation of contract faculty includes evaluations from the faculty member, students, peers, and the division dean. Following a satisfactory evaluation from the fifth semester, the evaluation panel meets during the seventh semester to recommend whether or not to grant tenure. Tenured (permanent) faculty members are evaluated every three years. Their evaluation consists of self, student, and peer evaluations followed by a conference with the evaluator. The college evaluates part-time faculty members during the first semester of employment, at least once during the next three semesters and at least once every three years thereafter, provided that a break of service of over one year does not occur. The evaluation of part-time faculty members consists of the same components that are used for permanent faculty evaluations.

An overall unsatisfactory or needs improvement evaluation of a faculty member is followed up with an evaluation team including the area Vice President – who chairs the committee – the dean of the division, four permanent faculty members (two members appointed by the Academic Senate and two members from the division), and a non-voting Equal Employment Opportunity representative if requested by the dean or the evaluatee. The team may observe the faculty

member as many times as is necessary, conducts student and/or peer surveys that may be helpful in analyzing the faculty member's performance, and may hold conferences with the faculty member for the purpose of discussing their findings and recommendations. The team drafts a report to indicate that the faculty member has made the necessary improvement to be determined satisfactory or has not made sufficient improvement and the committee recommends to the President that the faculty member be suspended or dismissed.

Child Development Teacher Evaluations

Child development teachers are evaluated at least once every two years if permanent and once a year if probationary. Permanent employment is granted after two years of satisfactory annual evaluations. The evaluation includes a self-evaluation and an evaluation by the Director of the Child Development Center. Part-time teachers follow the same annual evaluation process as full-time probationary teachers.

Administrator and Supervisor Evaluations

Administrators and supervisors are evaluated once a year for the first two years, and no less than once every three years thereafter. The evaluation process involves a conference between the evaluatee and his/her supervisor to discuss evaluations prepared by each individual plus the results from faculty and staff opinionnaires. All Dean, Director, and supervisor evaluations receive a secondary level review from the area vice president unless the evaluatee is at the dean-level, in which case the President provides the secondary review. The President evaluates the Vice President and the College's Board of Trustees evaluates the President.

Classified Staff Evaluations

Immediate supervisors evaluate classified employees at least twice during their probationary period and at least once annually thereafter. The immediate supervisor records performance ratings and comments on a standardized form. The evaluation procedure includes a meeting called

by the evaluator with the employee to discuss the employee's performance. The next step is to pass the evaluation on to a reviewing administrator and then to a Human Resources representative for additional levels of review.

The classified evaluation process has gone through a transformation in the past couple of years due to a recommendation by the Accrediting Commission of Community and Junior Colleges. The changes included a revised section in the Classified union contract that provides clarity to union members, a revised evaluation form that includes descriptive feedback that will aid in employee growth and workplace improvement, and a streamlined notification process to assist with timely evaluations.

STAFFING ISSUES

As was pointed out in previous plan chapters, several staffing issues face the College as it prepares for the next 5-10 years. Listed below, in alphabetical order, are the most significant issues.

Aging Work Force

ECC will experience significant changes in mid and upper level administrative positions due to turnover and retirements during the next ten years. Also impacting the organizational structure will be the significantly high number of anticipated faculty and staff retirements that will occur over the next five years and beyond. An analysis of fall 2002 District-wide staffing indicated that 53% of the District's workforce is over 50 years of age.

Faculty Prioritization Process

The faculty prioritization process has become somewhat controversial. Some faculty members believe the current process is biased against non-teaching faculty positions. They have suggested that there should be two separate voting processes, one for teaching faculty positions, and one for faculty coordinator and counseling positions.

Hiring of Trainers and Consultants

Economic development programs in the Business Training Center need to be able to respond to industry needs and demands very quickly – sometimes within a few days. Current hiring processes for these temporary employees makes it difficult to respond in a timely manner, and risks the loss of training contracts.

Hiring Process for Casual and Student Employees

Currently, casual and student employees are hired through the Career Placement Services office, a unit of the Student and Community Advancement Division. The main focus of this office is to find off-campus and career employment for students and to develop and place students in internships. Since the implementation of Assembly Bill 500, the process for hiring casual workers has become cumbersome and labor intensive. The staff is not trained in Human Resources policies or the development of job descriptions and hiring procedures. Additionally, the transfer of the employee who handled this function and the elimination of funding for the position have resulted in the function being inadequately staffed.

Organizational Structure

The present organizational structure is relatively lean at the top levels of administration, particularly when compared to the existing student enrollment base and the span of control required for academic and support services oversight when compared to other Southern California colleges of similar size.

Staff Development

New teaching and learning paradigms, as well as delivery strategies that are developed to meet the needs of a changing student population, will rely heavily on the Staff Development Office provision of on-going training. This applies to new technology, particularly as it becomes part of the pedagogical process. Faculty members must be technologically literate and current. Classified staff and administrators' equipment

will also experience changes in software and hardware requiring additional training from the Staff Development Office. Unfortunately, the Staff Development Office has been the recipient of enormous budget cuts over the past few years. Technological training of faculty and staff may be problematic without restoration of funding and staffing to prior levels.

Staffing Management

In March of 2002, ECC initiated a hiring freeze as a means to save money by not filling vacant positions. This method of staffing management was to lessen the likelihood that permanent employees would be laid-off in response to expected budgetary cuts from the State. The District chose to manage budgetary savings primarily through attrition. During this time, at least 80 full-time permanent employees have resigned or retired and over 200 temporary employees were terminated.

The impact of the hiring freeze on the District has been primarily viewed under two lenses: fiscal impact and level of customer service. Fiscally the freeze has been successful for the District. A \$4 million savings was realized that helped to offset budget reductions from the State, preventing lay-offs of full-time permanent employees. With fewer employees, some departments were reconfigured to better align area responsibilities and to facilitate better staff coverage. However, the level of customer service has been reduced and is a problem. Many of the program summaries in the Educational Plan, and an entire section of the Technology Plan, point to the need to increase the level of staffing in order to provide better internal and external customer service.

Timeliness of Evaluations

A recommendation in the last accreditation report was that classified evaluations needed to be done on a timely basis. While administrators have gotten better at completing their employees' evaluations, this is an on-going concern. Training for administrators in completing per-

formance reviews is necessary on an on-going basis, and senior administrators need to monitor their administrators' progress regularly.

SUMMARY

Overall, the District does an excellent job of recruiting, selecting and managing its nearly 2300 permanent and temporary employees. Nevertheless, there are human resource issues that must be resolved if the College is to maintain its reputation as an employer of choice. The issues outlined above are addressed in the Planning Agendas, which follow.

PLANNING AGENDAS

1. Human Resources should work with employees to assess potential employee retirement dates in an effort to create a flexible recruitment schedule.
2. The College should recruit and train EEO representatives prior to the start of future recruitment cycles.
3. The faculty prioritization process needs to be reviewed to determine whether there will be one process for teaching faculty and another for non-teaching faculty.
4. A process should be developed for timely hiring of temporary trainers and consultants.
5. The Human Resources Division should assume the function of hiring casual workers.
6. The training needs of the College should be reviewed and adequate funding and staffing for the Staff Development Office should be provided.
7. With the projected increase in enrollment and the assimilation of additional

state-mandated programs, the span of control burdens will need to be reviewed and the current organizational structure redefined and modified

8. Hiring and retaining a sufficient number of full-time faculty, support staff, and administrators to provide adequate customer service should be a priority for the College.

9. Human Resources should provide periodic training in conducting employee performance reviews, and administrators need to assure that evaluations are conducted in a timely manner.

