MSJC

MT. SAN JACINTO COLLEGE

Staffing Plan

Mt. San Jacinto College Staffing Plan

Purpose

The staffing plan is designed to provide information and guidance to the District as it analyzes human resource needs and identifies the methods in place for prioritizing human resource requests. The plan will assist the College in meeting the mission and strategic goals through an analysis of current staffing levels, needs, and future considerations. High quality education is a direct output of a highly trained staff. This plan outlines the hiring, evaluating, and professional development opportunities for faculty, staff, and administration.

Mission

Mt. San Jacinto College offers quality, accessible, equitable and innovative educational programs and services to students aspiring to achieve their academic, career and personal development goals.

We provide students a safe environment in which to pursue basic skills, career and general education pathways. Our programs lead to transfer, associate degrees and certificates which meet workforce development needs in our diverse communities.

Our commitment to learning and achievement empowers students to enrich our communities and participate meaningfully in today's complex world.

Vision

Transforming Learners. Transforming Communities. Transforming Lives.

Values

We are students, employees and a community. We believe that the act of teaching and learning is vital to a thriving community that enriches and at times, saves lives. We commit to opportunities that inspire the following values in ourselves and our institution:

- **Excellence:** We challenge students by setting high standards for learning and critical thinking, which we model with action.
- **Collaboration:** We believe the best results are achieved through communication and participation among students, employees, industry and the community we serve.

- **Relationship:** We nurture a community built on positive interactions and a genuine concern for the welfare of others.
- **Innovation:** We cultivate a creative environment that promotes the development of new ideas for continuous quality improvement.
- **Relevance:** We create educational experiences that have meaningful applications in a local and global context, today and tomorrow.
- **Access:** We ensure the equitable rights of all students by removing barriers to a quality education and promoting a network of support that improves learning opportunities.
- **Leadership:** We empower people throughout the community to support and facilitate positive change.
- **Diversity:** We respect and embrace the power of sharing our differences in thought, opinion, culture and background to optimize our collective strength.

- **Integrity:** We believe in being true to our core values by consistently demonstrating our character and an institutional commitment to do the right thing.

Integration with Planning and Resource Allocation Model

The College identifies hiring needs through its Program Review and Annual Program Assessment process. Requests for personnel are integrated with the College's planning, Program Review, and resource allocation processes. Program Review data

and information contained within the College's master planning documents (Educational Master Plan, Facilities Master Plan, Technology Plan, and Distance Education Plan) assist in the identification of personnel required for effective operation and achievement of institutional goals and mission. Personnel needs are addressed in the comprehensive Program Review and Annual Program Assessments completed by each unit and department of the institution. Through Program Review, departments and units accurately evaluate and assess the sufficiency of staff in relation to department, unit, division operations, goals, and priorities.

Recent Historical Overview

Mt. San Jacinto College had taken a conservative approach to hiring leading up to the economic downturn of 2007-2010 so as to avoid layoffs of permanent staff. The impacts of the downturn hit the California Community College system in the fall of 2010 through the 2013-2014 academic year. During those years the College saw a reduction in every category of staff as shown in **Table 1**. Part-time faculty saw the largest decline due to the reduced funding at the state level causing a reduction in the number of sections that could be offered.

As the state budget improved and funding returned there has been an increase in every category of employee. There has been an increase in the number of full-time faculty which has reduced the need for some of the associate faculty that were employed since full-time faculty can teach a higher load. Some of the additional staff are due to new initiatives and categorical funds such as Student Equity, Student Success and Support Plan, Strong Workforce Program, Title V grant, and STEM grant. The support and management of these initiatives has necessitated the hiring of faculty, classified, and administrative personnel.
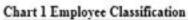
Current Staffing Levels

Establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized efforts. Mt. San Jacinto College believes that a diverse workforce strengthens and enriches the college, education of its students and the community as a whole. **Table 2** shows the race/ethnic distributions of employees.

The College continues to evaluate the personnel needs in all areas primarily through the program review process which provides departments the opportunity to identify needs including personnel. If a need for full-time faculty is identified, the department will submit a proposal to the Joint Hiring Committee which utilizes both quantitative and qualitative data in assessing all of the requested positions. For classified and supervisory/confidential, a Classified and Administrative Personnel Request is submitted to the area Vice President and taken to Executive Cabinet for review and ranking. The need for new administrators is typically driven by the addition of categorical funding or programs in which specific regulations for administrative oversight are required. New positions at the College are also driven by budget, enrollment, facilities, workload, and institutional priorities.

Table 1 Employment by Classification

Category	Academic Year				Change from 13-14 to 16-17	
	2013-14	2014-15	2015-16	2016-17	Count	Percent
Faculty	821	838	930	908	87	10.6%
FT	144	140	165	186	42	29.2%
PT	677	706	784	722	45	6.6%
Classified	286	290	307	317	31	10.8%
FT	236	245	264	271	35	14.8%
PT	50	48	44	46	4	-8.0%
Administrator	29	33	40	44	15	51.7%
FT	29	33	40	44	15	51.7%
Other	5	7	12	6	1	20.0%
PT	5	7	12	6	1	20.0%
Grand Total	1,141	1,155	1,268	1,275	134	11.7%

Chart 1 Employee Classification

Table 2 Employee Race/Ethnicity

Race / Ethnic	Academic Year			
	2013-14	2014-15	2015-16	2016-17
African American	71	69	78	89
Asian	59	50	57	53
Filipino	13	13	18	20
Hispanic	221	249	281	290
Multi Race	18	22	27	25
Native American	17	17	16	16
Pacific Islander	4	4	4	3
Unknown	32	32	28	29
White	706	699	759	750
Grand Total	1,141	1,155	1,268	1,275

Chart 2 Full-Time and Part-Time Faculty

Full-Time vs Part-Time Faculty

Staffing Goals

- Maximize human resources within the constraints of financial resources and regulatory obligations.
- Hire, empower, and train through professional development, a sufficient number of diverse, equity-minded, qualified faculty, staff, and administrators to provide the level of services necessary to support the College mission equitably across the College service area.

- Use data to make decisions and set priorities for staffing annually through program review and needs assessments.
- Integrate human resource planning with institutional goals.

Staffing Considerations

- Institutional Priorities, Mission Statement, Vision, and Values Statement are at the core of staffing considerations.
- California's economic climate and forecasts, the College's budget, enrollments and enrollment trends, and facilities (i.e. office space).
- Changes in staffing needs due to changing jobs created by new initiatives, requirements, or technologies.
- New facilities and/or sites coming online through Measure AA.
- Turnover in staffing due to promotions, retirements, or other reasons.
- Legal implications and limitations on staff (i.e. Affordable Care Act or load limits on part-time faculty).

Future Considerations

- Benchmark staffing ratios to inform right-sizing and reorganization for effectiveness and efficiency at all locations.
- Hiring and retaining a sufficient number of full-time faculty, classified, and administrators to provide adequate customer service is a priority for the College.
- Ratios to guide staffing levels in strong and lean budget years for faculty, classified, supervisory/confidential, managers, and administrators.
- A plan for associate faculty.
- Explore expanded opportunities for part-time faculty compensation.
- Impact of College Promise implementation.
- Financial impact associated with the differences between retirees and new hires.
- Financial impact of converting part-time faculty assignments to full-time faculty assignments.

- Training and professional development programs designed to address changes in required skills as well as prepare staff for possible promotions within the College.

Faculty Obligation Number (FON)

Pursuant to Education Code Section 87482.6 and California Code of Regulations (CCR) Title 5 section 51025 and 53300, the Faculty Obligation Number (FON) is the number of full-time faculty a district is required to employ each fall as adjusted by the lower of the projected fundable growth at the time of the budget enactment or the actual percentage change in funded credit FTES from the prior year at P2.

Calculation of FON is based on credit funded FTES only and does not include non-credit, not-for-credit, or contract education. Full-time faculty overload is excluded from the calculation as well as part-time replacements for sabbatical or full-time faculty release time. These replacements are excluded from the part-time calculations because the full-time faculty on unpaid leave, sabbatical leave, or reassign time are still included in the full-time portion of the calculation. Non-instructional full-time faculty are included as well as tenure-track grant funded faculty. Grant funded non tenure-track faculty are not included. Classified and administrative staff teaching are also included.

Table 3 below shows the College's FON since fall 2013. As noted earlier, when the state budget became more favorable there was an increase in the hiring of full-time faculty. This has kept the College well above the FON requirement with most recent data showing about 30 full-time faculty above.

In 1989, AB1725 was enacted that set a goal to have 75% of the credit hours within the California Community College system to be taught by full-time faculty. This legislation was enacted but did not include ongoing funding to assist in achieving this goal. The College will continue to rely on the expertise of the faculty to make data-informed recommendations as to the number of full-time faculty to hire and the disciplines in which they should be assigned. As the economic climate permits the College will continue to add the necessary faculty to make progress toward achieving that goal.

Table 3: Mt. San Jacinto College FON

Year	FT FTEF	PT FTEF	Total	% FT	FON	Replacement Cost
FALL 2013	146	204.91	350.91	41.61%	114.8	69,352
FALL 2014	142	251.14	393.14	36.12%	115.8	73,057
FALL 2015	162	225.77	387.77	41.78%	122.8	71,906
FALL 2016	177	235.96	412.96	42.86%	147.2	76,209
FALL 2017*					155.6	

*actual number for FA17 not submitted until November 15 and not available at the time this plan was developed.

Recruitments and Selection of Employees

Establishing and maintaining a richly diverse workforce is an ongoing process that requires continued institutionalized efforts. Mt. San Jacinto College believes that a diverse workforce strengthens and enriches the college, education of its students, and the community as a whole.

The College follows both the spirit and practice of current laws and regulations that aim to enhance the opportunities for all applicants, including monitored groups. The College will continue to demonstrate and expect meaningful and effective efforts to maximize diversity and identify/eliminate barriers to employment opportunities.

An online application system for all positions called NEOGOV is now in full implementation allowing job postings, applications, and screenings to take place in a paperless environment. Implementing NEOGOV has made it easier for applicants to see open positions and apply directly from the MSJC website. All required documentation can be uploaded and easily reviewed by Human Resource staff as well as members of the assigned hiring committees. This implementation has allowed the application and hiring process to be streamlined tremendously.

Equal Employment Opportunity

All employee selection committees include a non-voting College Equal Employment Opportunity (EEO) representative as a required committee member. The EEO representative's role in the recruitment process is to ensure that the hiring process is conducted fairly and consistently for each candidate. Currently, the HR representatives serve as the EEO Representatives on the hiring committee and may halt the hiring process to prevent or reverse a potential breach of employment regulations. The College requires all hiring committee members to complete the online Equal Employment Opportunity (EEO) training prior to serving on a hiring committee to ensure fairness, non-discrimination, and consistency in relation to hiring recommendations.

The Mt. San Jacinto College EEO Plan is developed by the Human Resources Department to ensure fair and equitable treatment of personnel. It is shared with the various constituent leadership groups, including the Academic Senate, for review. The Mt. San Jacinto College EEO Plan is then presented to the Board of Trustees for formal approval.

Full-Time Faculty

Full-time faculty positions are filled according to the Joint Hiring Committee (JHC) procedures found here on the Joint Hiring Committee website.

Every August the Superintendent/President informs the Joint Hiring Committee of how many net new and replacement full-time faculty will be hired during the current academic year based on the current fiscal climate. The JHC communicates this information out to all departments with full-time faculty allowing them to submit a request for new full-time faculty positions supported by quantitative and qualitative data found in their program review and other relevant sources. Once the requests have been submitted the members of the JHC score each request based on an agreed upon rubric and then rank each request. Following a robust dialogue regarding the needs of the District, specific sites, programs, and disciplines, a final recommendation for hiring is sent to the Executive Cabinet for review. The Superintendent/President takes the final recommendations, and in discussion with Academic Senate leadership, makes his final determination for submittal to Human Resources to begin recruiting the approved positions.

It is the goal of both Human Resources and the Academic Senate to release the recruitments as soon as possible in order to secure the most qualified pool of candidates. Typically the recruitment process takes place during the spring semester in order to hire the new full-time faculty for the following fall. Each new position has

a selection committee that consists of faculty, classified, administrative representatives, and the Equal Employment Opportunities Representative or designee. The selection committee reviews applicants, determined by Human Resources to

meet the minimum qualifications, for the desired qualifications to decide which candidates will be interviewed. All candidates passing the initial interview will be granted a final interview with the Superintendent/President and Vice President of Instruction or their designees. After the final interviews, Human Resources is informed of the candidate chosen and they oversee the collection of any additional documentation and ensure the references are checked before finally making the job offer to the selected candidate.

Associate Faculty

Part-time or associate faculty are hired year-round and applications are accepted through the College's website anytime as well. When a need is identified in a specific discipline the dean who oversees that area will review the applicants in the online Temporary Workforce pool with the department chair of the

discipline or their designee. After reviewing the applications the qualified applicants are contacted by the dean and an interview is scheduled with the department chair and/or the dean. The chair and the dean might interview the candidates together or they may determine to hold separate interviews with the faculty interviewing first and then a final interview with the dean. Once a qualified candidate is agreed upon, the decision is forwarded to Human Resources to collect the necessary documentation and reference checks prior to the official offer to the candidate.

Classified and Supervisory/Confidential

Administrative Procedure 7120 outlines the recruitment and selection processes for classified and supervisory/confidential positions. To open recruitment for either a replacement or a new position, it is the responsibility of each department to initiate a Human Resources Service Request (HRSR) and have the appropriate Vice President approve the request and forward it to Human Resources. Human Resources completes the salary information and forwards the request to Business Services for budget approval. If the HRSR is for a new position, it must first go to the Board of Trustees for approval before any recruitment can begin. Any new positions, job descriptions, job descriptions that have been substantially changed, or positions being restructured that have been approved through the California

School Employees Association (CSEA) would be reviewed for approval by a meeting of Human Resources and CSEA prior to being sent to Business Services.

Job vacancy announcements must conform to established District job descriptions as stated in AP 7120 and only the current job description on file in the Human Resources Department will be used as a template to create job postings. Lateral transfers or voluntary demotions follow the agreements established in the CSEA collective bargaining agreement. At a minimum, each classified opening will be announced on the MSJC website which links to several job search websites. Announcements shall remain posted for a period of at least two weeks and additional efforts may be used to achieve better qualified and/or more diverse applicant pools. These additional efforts include, but are not limited to, advertising in county/national newspapers, advertising in professional publications, exhibiting at job/professional conferences, advertising in minority/women's outreach publications, and/or e-mailing vacancy announcements to targeted groups using established distribution lists.

Once the recruitment is approved and the job advertised, a selection committee is formed that includes one administrative representative, two classified employees and the Equal Employment Opportunities Representative or designee. If deemed necessary and agreed upon by the hiring manager, Classified Senate, and Human Resources, an additional two faculty and one student representative may be added to the selection committee. Applicants who meet the minimum qualifications are forwarded to the selection committee who also consider desired qualifications for candidates along with any additional selection criteria established by the committee and verified as job-related by Human Resources.

The committee interviews those candidates who meet the established qualifications and make recommendations to the hiring manager to notify Human Resources of the successful candidate. Although not required, the selection committee may forward a list of up to four candidates per vacancy for final interviews to be conducted by the dean and/or vice president of the respective area. Once a successful candidate has been identified, the hiring manager will notify Human Resources and they will contact the successful candidate with an offer of employment and notify all other candidates in writing in a timely manner.
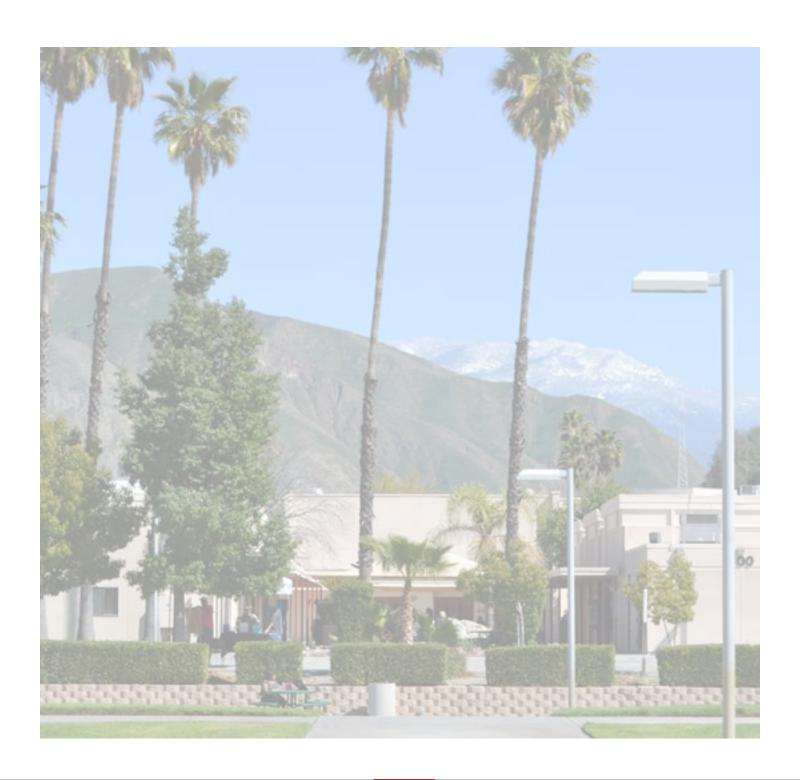
Management/Administration

Administrative procedure 7120 also outlines the hiring procedure for management and administrators. The HRSR and current job description for the position

are submitted to the Superintendent/President to determine whether or not the position will be

filled, with final recommendation to the Board of Trustees to approve the position. A management or administrative vacancy might not be filled if it is determined by the Superintendent/President or designee that the budget is not favorable for the position, duties of the vacant position can be assigned to another administrator, or the vacancy is to be filled on a temporary (acting) basis. The remainder of the process follows that of the classified and supervisory/confidential listed above, with the addition of a required final interview with at least the Vice President of the hiring division and Superintendent/President or designees.

Evaluation Process

Mt. San Jacinto College has procedures in place to ensure personnel are evaluated systematically at stated intervals including full-time and adjunct faculty, classified staff, supervisory/confidential staff, and administrators. Performance review criteria, timelines, and processes are negotiated with the bargaining units of the District including California Teachers Association (full-time faculty), California School Employees Association (full-time and part-time classified staff), and Communications Workers of America (part-time faculty). All other groups, including administrators/management, are not represented by bargaining units and are evaluated according to Administrative Procedure 7150. Evaluation instruments are developed through the collective bargaining process for all faculty and classified staff and have clear expectations of performance of assigned duties, participation in institutional responsibilities, and other activities appropriate to the individual's expertise as an employee of Mt. San Jacinto College.

Evaluations are coordinated through the Human Resources Department who notify the supervising administrators and managers regarding upcoming staff evaluations scheduled to be completed each semester. Human Resources tracks and maintains reports sent to the respective Vice Presidents of each division with a list of those approaching their evaluation.

Full-Time Faculty

Full-time faculty evaluation is conducted pursuant to Article X: Evaluations, of the Collective Bargaining Agreement (CBA) between the District and the Faculty Association. Full-time tenure-track faculty are evaluated once each year of service during years one through four, whereas full-time tenured faculty members are evaluated once every three years beginning with the third year of tenured service. The evaluations include a peer evaluation, administrative evaluation, student evaluation, and a self-evaluation (optional for tenured faculty). All faculty evaluations may include formal recognition of areas of exemplary performance or suggestions for improvements. In the case of non-tenured faculty members, the evaluation serves as the basis for contract renewal recommendations to the Board of Trustees.

Associate Faculty

Adjunct faculty are evaluated pursuant to Section IX: Evaluation Procedures, in the Collective Bargaining Agreement between the District and the Communications Workers of America (CWA). The faculty members are evaluated within the first semester of paid service and at least once every six regular semesters of paid service thereafter. Evaluations include a student evaluation, peer evaluation, and a self-evaluation. The classroom observation is

performed by the area dean, full-time member of the department, or department chair. The performance standards established for full-time faculty are also used in evaluating adjunct faculty.

Classified and Supervisory/Confidential

Classified staff is evaluated pursuant to Section X: Evaluation Procedures, in the Collective Bargaining Agreement between the District and the California School Employees Association (CSEA). Newly-hired classified staff are on a 12-month probationary status with initial evaluation occurring twice during the probationary period, in the fifth and eleventh month of their employment. Once beyond the probationary period of employment, classified staff are evaluated biennially.

Supervisors conduct classified employee performance evaluations to identify progress and performance on their job duties and responsibilities, and acknowledge areas of satisfactory performance as well as areas for improvement and recommend appropriate training. Supervisors are responsible for establishing the performance standard that will be measured for each of the evaluation rating factors including components which directly relate to departmental goals and institutional effectiveness. Evaluations include an overall rating ranging from exceeds standards to unsatisfactory.

Management/Administration

Educational and Classified Administrators are employed in accordance with Education Code Section 72411 and 72411.5. Each administrator serves at the discretion of the Board of Trustees upon the recommendation of the Superintendent/President. Administrative Procedure 7150 – Evaluation – outlines the evaluation process to determine the effectiveness of the College's professional staff in relation to the administrator's job description, College/department goals and objectives, Board of Trustees expectations, employee competencies, administrative procedures, and assigned job-related responsibilities. Evaluations for administrators take place biennially and include an evaluation completed by their peers, those they directly supervise, a self-evaluation, and an evaluation completed by his/her supervisor. The evaluation is designed to recognize achievement as well as to assist an administrator's self-improvement, growth, and increased effectiveness in the performance of his/her duties.

Superintendent/President

The Superintendent/President is evaluated by the Board of Trustees biennially, with at least an annual review of established goals. The evaluation process is developed jointly and agreed to by the Board of Trustees and the Superintendent/President.

Professional Development

M t. San Jacinto College offers a variety of professional development programs and training opportunities to improve and sustain unified professional growth of district employees through collegially planned learning opportunities that benefit individual and combined efforts to support the institution's strategic goals. Professional development needs are identified through

several methods including program review, annual program assessment, District-wide needs assessments and surveys, and institutional data and research. The College developed and implemented a comprehensive Professional Development Program Plan through a participatory governance process that involved all constituent groups and facilitated by the District's Professional Development Coordinating Committee (PDCC). As stated in the Plan, the

PDCC carries out different aspects of planning, budgeting, researching, and evaluating the professional development programs throughout the District. Two professional development coordinators, a full-time non-teaching faculty position and one supervisory/confidential position within Human Resources, provide the vision, leadership, and coordination for professional development throughout the District. The mission of the Professional Development Program is to improve and sustain unified professional growth of District employees through collegially planned learning opportunities that benefit individual and combined efforts to support the institution's strategic goals. Three Constituent Subcommittees were formed to ensure the professional development needs of each group – administration, faculty, and classified – are met.

Full-Time Faculty

A rticle VIII.B.2 CBA speaks to the representative activities of full-time tenured and full-time tenure track faculty and states "participation in appropriate professional development activities to improve teaching and learning, and to assist in maintaining discipline currency." Professional development activities are coordinated by the faculty professional development coordinator and provide an opportunity for other constituents to attend when appropriate. Some of the more

popular professional development opportunities take place at the teaching and learning academies held during the week prior to each semester start date. Activities during these weeks cover a broad array of topics and typically offer various themed tracks. Surveys are the primary source of evaluating the effectiveness of the professional development activities.

Associate Faculty

Part-time faculty are not contractually obligated to participate in professional development activities but it is encouraged. Compensation is available for part-time faculty to attend approved events, with a maximum for each semester capped at the faculty member's units taught for that semester. The compensation is available during the contracted semester. Part-time faculty members may choose to participate in any of the designated faculty professional development activities even if compensation isn't available.

Classified and Supervisory/ Confidential

Professional development opportunities for classified and supervisory/confidential staff are coordinated by the professional development coordinator who works in Human Resources, along with the Classified Senate, in accordance with the Professional Development Program Plan. Each year there are two classified professional development

days hosted at the College and all classified and supervisory/confidential staff are encouraged to attend. In addition, there are classified and supervisory/confidential staff retreats held each semester, including summer, designed to provide opportunities for ongoing, professional development and a forum for discussion of implementation and self-reflection. The Classified Senate also utilizes a post-survey to evaluate the effectiveness of the annual professional development day. The surveys are used to not only gauge the effectiveness of the training sessions, but to also help gather information related to the professional development and training needs of the classified staff and make improvements for future sessions and break-outs.

Management/Administration

Administrators and management have multiple opportunities to participate in the professional development activities of both the faculty and classified staff. In addition to those events, administrators and management are encouraged to attend conferences, workshops, webinars, courses, etc. that enhance their leadership skills and abilities as well increase their knowledge and awareness of equal employment opportunity, cultural competency, diversity issues, and other aspects of working with a diverse student population and staff.

Evaluation of Professional Development

In October 2017, the College is hosting the inaugural President's Leadership Academy. This three-day intensive leadership academy will include faculty, classified, supervisory/confidential, and administrators/management and brings in speakers from the California Community College system. Among the speakers are representatives from the Chancellor's Office, members of Executive Cabinet, and presidents from other colleges. Over the three-day academy the participants will learn about the California system, local policies and procedures, as well as leadership skills that include communication, cultural proficiencies, and their own professional development. At the conclusion of the academy

there will be assessments completed to ensure the continued success and effectiveness of future endeavors.

The Professional Development Program Plan has established goals which include measurements and assessments of the entire professional development structure at the College. Goals include providing certificate-bearing and online training, increasing the percentage of participants, and an annual evaluation of professional development. Along with the annual

evaluation, a needs analysis is conducted annually to determine challenges, barriers, and interests. The Professional Development Coordinating Committee will continue to improve, enhance, and assess the professional development opportunities at the College and ensure the relevant topics and programs are available to all College staff.