PERALTA COMMUNITY

COLLEGE DISTRICT

HUMAN RESOURCES STAFFING PLAN

2016-2019

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Executive Summary

The Human Resources (HR) Staffing Plan assists the Colleges 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 2016-2017, there will be an update of the HR Staffing Plan (Staffing Plan) in two years as the District transitions to the 2016-2019 Plan. ~~This~~ Updating the Staffing Plan assures ~~will be~~ alignment with the District's Strategic Plan and integration with the Resource Allocation Model Planning.

The Staffing Plan will provide staffing metrics and require the Colleges and the District Office to use a gap analysis to ensure sufficient staffing resources. 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 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' and the District Office's Strategic Planning goals and/or objectives and will be in alignment with the District's Equal Employment Opportunity Plan (Appendix A).

The Staffing Plan also contains a section which describes the processes for evaluating the overall hiring process and staffing needs District-wide, as well as the timeline which facilitates the integration of the Staffing Plan with the other District wide plans, such as the Strategic, Resource Allocation, Technology and Facilities Plans.

The HR Staffing Plan 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 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 that the subsequent annual Staffing Plan updates will follow the methodology established for this initial Staffing Plan.

SECTION 1: Purpose of the Human Resources Staffing Plan

The purpose of the Human Resources Staffing Plan is to:

- Provide a process that ensures sufficient staffing for the effective operation of the Colleges 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 and the District Office with Human Resources planning and resource allocation decisions
- Provide minimum, common staffing metrics to facilitate District-wide consistency in staffing levels
- Provide a process that ensures the Human Resources staffing metrics are considered by the Colleges and the District Office when developing their individual staffing plans
- Ensure that the Staffing Plan is integrated with the other District planning processes: For example, Strategic Plan, Facilities, Technology, the Resource Allocation Model (BAM), the Resource Allocation Task Force for Classified Staffing Planning and Budget Committee, Chancellor's Cabinet Staffing Advisory Committee, and the District's Equal Employment Opportunity Plan.

It should be noted that staff will not be hired merely based on their ethnicity; however, a diverse staff offers students a richness and greater understanding and appreciation of other cultures, of diverse thought, and role modeling that can only be a benefit to their educational experience.

SECTION 2: Process Used to Develop the Staffing Plan

This section is included because this is the first Human Resources Staffing Plan for the Peralta 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 primary responsibility for the initial development of this Staffing Plan was delegated to the District's Human Resources Office who researched staffing plans at the other California Community College Districts, including multi-college districts. Human Resources then developed a list of critical elements to be included in the PCCD Staffing Plan.

Under the direction of the Vice Chancellor of Human Resources and Employee Relations, the Office of Human Resources will provide annual, employee data updates for use by the Colleges and the District Office. These data will be available on the District's Office of Human Resources intranet site. The Office of Human Resources will also be responsible for making sure the Staffing Plan is in compliance with the District's Equal Employment Opportunity Plan to be adopted by the Board of Trustees on June 21, 2016.

This Staffing Plan does not provide a list of specific positions to add or fill over a three-year period, but rather presents a simple decision model to be used when the District is faced with filling a new position within management, classified, and faculty to achieve or retain optimum staffing levels within fiscal constraints.

The initial draft Staffing Plan ~~and provided~~ was presented to the Chancellor's Cabinet on May 23, 2016 for review. It was then forwarded to the Resource Allocation Task Force for Classified Staffing and the Policy and Budget Council on May 27, 2016 for review and feedback.

The document containing the constituent groups' recommendations will then be sent via the Office of Human Resources to the Chancellor's Cabinet.

SECTION 3: Human Resources' Long–Range Strategic Planning Integration with District Planning Processes

The Long-Range Staffing Plan provides a strategy for meeting Institutional Goals and maintaining institutional effectiveness by outlining a plan to ensure that the appropriate staffing levels are maintained, the current staff are properly evaluated and developed, and future staffing needs are properly assessed. The Staffing Plan will ~~for~~ provide integrated decision-making, planning and the resource allocation and processes that are collaborative, transparent, evidence-based, effective, and efficient.

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 usage.

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

August-October	• Office of Educational Services 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	• Determination of staffing needs by each College • Notify Office of Human Resources what positions to recruit for on a national level by early December
January	• District receives the Governor's proposed budget • The District's Finance Office generates a preliminary projected cost of salaries and benefits for the following budget year, and sends this information to the Colleges for use in the District-wide budgeting process • HR recruitment begins for faculty (for fall start date) and academic management positions (July 1st start date)
February - May	• HR recruitment continues for faculty • Note: Classified and management recruitments are ongoing
May- August	• Board approves hiring of management positions
August- October	• 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.

http://extranet.cccco.edu/Portals/1/AA/MinQuals/MinimumQ ualificationsHandbook2012_2014.pdf

SECTION 5: Staffing Metrics

Section 5.a: Process for Establishing Metrics

Metrics by employee subgroups 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
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

Since many of these metrics have been established and the necessary data compiled, the Human Resources Office will 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 Office will oversee the collection of relevant data for computing these metrics by the Office of Human Resources. Furthermore, Human Resources will develop a process for all College staff, faculty, and administrators to access the data by metrics, via the Human Resources and Institutional Research website.

The Resources Allocation Task force for Classified Staffing, the Colleges' faculty prioritization process, and the Chancellor's Cabinet 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

Classified 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 usage
- 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

New positions are based on programmatic need (e.g., Program Review) 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 College level, not the District level.

The Human Resources Office will 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/District/department 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. (Appendix B)

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 Berkeley City College, College of Alameda, Laney College, and Merritt College.

- Berkeley City College ____students/___ Full-time equivalent faculty
- College of Alameda ___ students/ ____ Full-time equivalent faculty

- Laney College ____ students /____ Full-time equivalent faculty
- Merritt College____ students/ ____ Full-time equivalent faculty

If a College is requesting a new Instructional Assistant 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 Assistant in the same department.

- Compare the support required by this position against Instructional Assistant in the same College.

- Compare the support required by other Instructional Assistants within the District.

If a College is requesting a new Instructional Assistant position, the following information MAY be provided on the form:

- Compare the support required by other Instructional Assistants within the same discipline at other California Community Colleges.

The Office of Human Resources 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 and 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 Office will 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.

SECTION 6: Gap Analysis

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

The Human Resources Staffing Plan requires the Colleges and the District Office to 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 three-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 Office of Human Resources. The Institutional Research Department at each College and/or the District Office will provide PCCD data related to instruction.

Section 6b: Assess current staffing levels

The Office of Human Resources, the Resource Allocation Task Force for Classified Staffing, and Chancellor's Cabinet Staffing Advisory Committee will 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 Office of Human Resources, the Resource Allocation Task Force, and the Chancellor's Cabinet Staffing Advisory Committee may review the external data by a subunit for the gap analysis.

Section 6c: Determine optimum staffing levels

To some, the definition of optimum staffing levels is the luxury of having as many employees a department might request. That would be the best of all worlds if one did not need to be concerned with budget limitations. The District, unlike other districts, needs to be concerned about budget. The optimum staffing levels may mean a small but efficient staffing configuration

that is only within budget, but reflects progress towards decreasing the annual salary and benefits expenditures.

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

- Other District plans and priorities

- Program review and planning

- District/College 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 designates 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

- 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

- Systems and software support

- Statutory requirements relative to staffing such as the 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. 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 are "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 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 multi-college California Community College Districts similar in size and budget funding.

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 and District Office, as well as the Resource Allocation Task Force for Classification Staffing, Policy and Budget Council, and the Chancellor's Cabinet

Staffing Advisory Committee will be provided annually with updated data (employee totals, attrition data, vacancies, etc.), as well as any updates to the District-wide assumptions and constraints.

Qualitative input received by these constituency groups, 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 District-wide 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
    - How accurate were the forecasts of anticipated minimum levels, growth and attrition rates?

3. Staffing Plan Process
    - 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 Resources Allocation Taskforce for Classified Staffing, the Policy and Budget Council, and the Chancellor's Cabinet Staffing Advisory Committee to the Chancellor's Cabinet and determining annual plan updates.