



Riverside City College Human Resources Staffing Plan

Spring 2021
(update from 2015 Plan)

MISSION:

Riverside City College serves a diverse community of learners by offering certificates, degrees, and transfer programs that help students achieve their educational and career goals. The college strives to improve the social and economic mobility of its students and communities by being ready to meet students where they are, valuing and supporting each student in the successful attainment of their goals and promoting an inclusive, equity-focused environment.

VISION:

Riverside City College strives to provide excellent educational opportunities that are responsive to the diverse needs of its students and communities, and empowers both to be active participants in shaping the future.

TIGER PRIDE VALUES:

- **Tradition and Innovation:** We work collaboratively to develop flexible and creative solutions to meet the evolving needs of our community and embrace change while respecting our tradition and legacy of strong partnerships.
- **Integrity and Transparency:** We promote an environment of trust by being honest, fair, transparent, and equitable. We honor our commitments to our students, staff, and communities.
- **Growth and Continual Learning:** We commit to intellectual inquiry, reflection, professional development, and growth for all stakeholders. We adjust our teaching practices to provide equitable opportunities and outcomes and to encourage continual learning for our students, faculty, and classified professionals.
- **Equity-Mindedness:** We promote social justice and equity.
- **Responsiveness:** We respond to the needs of our students and communities through engagement and collaboration.
- **Student-Centeredness:** We create meaningful learning environments that value the strengths and experiences our students bring and that support students in developing and accomplishing their personal, education, and career goals.

HUMAN RESOURCES STAFFING PLAN SEEKS TO:

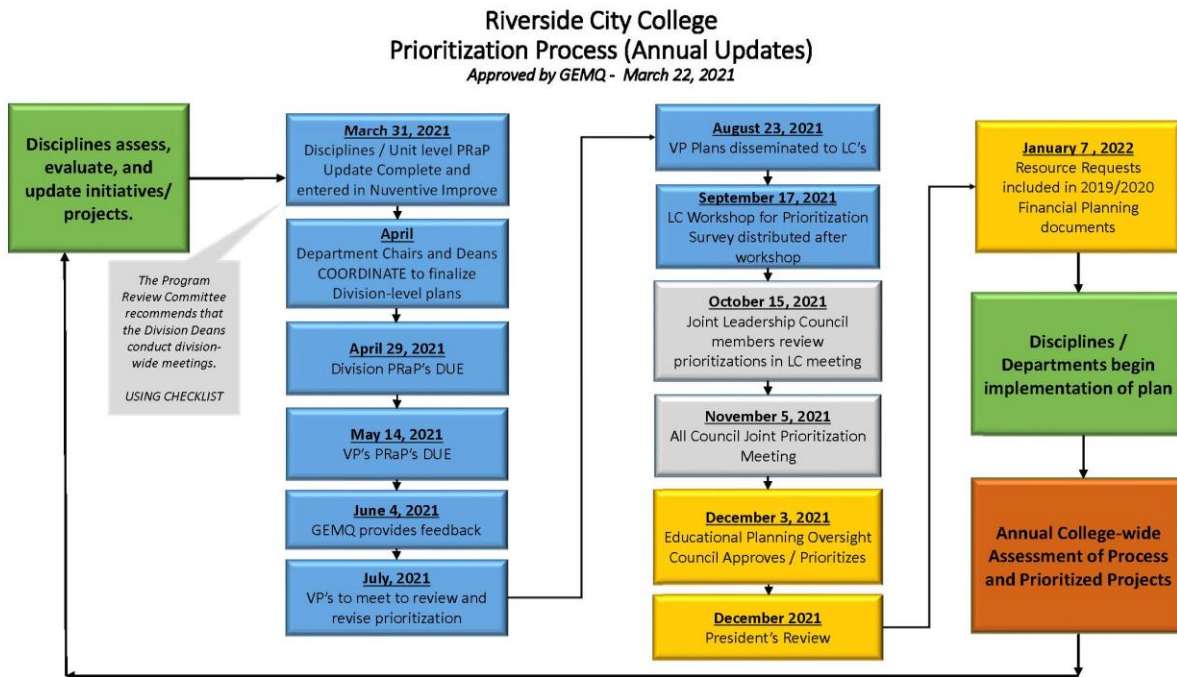
- **Outline Strategic Staffing Guidelines and Processes:**
 - Provide staffing guidelines and resources for long term positions planning at the college.
 - Describe connection to both Administrative Policies (AP) and Board Policies (BP).
 - Describe the connection to the college's strategic planning efforts.
- **Communicate Human Resources Recruitment/Replacement Guiding Principles**
 - New hire recruitments (Faculty, Classified Professionals & Management)
 - Retirement replacements (Faculty, Classified Professionals & Management)
 - Industry and College Standards
 - Commitment to ongoing Professional Development
 - Faculty Professional Development
 - Classified Professionals and Management Professional Development
 - Commitment to Equity
- **Describe Opportunities for Ongoing Assessment**

STRATEGIC STAFFING GUIDELINES & PROCESSES:

Strategic staffing included within this plan provides guidance for the college's long-term planning efforts as it relates to personnel replacement, new positions and initiatives. The Human Resources Plan aligns with the program review process and the college's Educational Master plan. The RCC Academic Senate, as well as college administration, instructional and student services units all work together to ensure that the institution employs qualified personnel to support student learning programs and services. Further, the college follows Administrative Procedures (AP) to implement Board Policies (BP), which clearly specify personnel selection procedures to help achieve the college's broad educational mission and purpose. These procedures include separate processes for staffing for all administrative positions including the President of the College and provides basic regulations for employment. Further, the policies delineate specific administrative procedures for the selection of classified and classified confidential professionals, short-term classified professionals, full-time faculty, part-time faculty, temporary/casual long-term faculty, and student workers.

Each year, Administrative, Academic, and Student Services units assess their staffing and submit needs in a Five-Year Plan within the Program Review and Planning Process (PRaP). All requests must be supported by connecting relevant strategic inputs (e.g. environmental scans, enrollment figures, workload projections, labor statistics, etc.) to the long-range educational goals of the college, as outlined within the Educational Master Plan.

The most recent timeline/outline of the Program Review and Plan Process is:



Those requests are then forwarded to the area Vice President where they are reprioritized into a Division-wide plan. The Vice President's then meet to look at key initiatives taking place college-wide across their Divisions and make appropriate updates. Those updated plans are then prioritized by the Joint Strategic Planning Council, which includes the leadership councils of Resource Development and Administrative Services (RD&AS), Student Access and Support (SAS), and Teaching and Learning (T&L). Once those recommendations have been prioritized, they are sent to the college President for review. The President reviews and adjusts the prioritized plan as *appropriate* and then communicates final prioritization to the college.

References-

- 1-Administrative employees include educational administrators and classified administrators, as defined by Education Code 87002.
- 2- Substitute and short-term employees, employed and paid for less than 75 percent of a college year, shall, be defined by Education Code 88003
- 3-Faculty hired to fill positions or regularly employed persons absent from service, as defined by Education Codes 87478, 87480, 87481, and 87482.
- 4-Full-time students employed part-time, and part-time students employed part-time in any college work-study program, or in a work experience education program conducted by a community college district which is financed by state or federal funds, as defined by Education Code 88003.

HUMAN RESOURCES RECRUITMENT/REPLACEMENT GUIDING PRINCIPLES:

College staffing decisions will be guided by the following principles

- Ensure that all staffing decisions serve the educational mission of the college;
- Align fully with RCC's Strategic Plan, the Student Equity Plan, the Educational Master Plan, and all other relevant long-range plans of the college;
- Assure the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services;
- Implement the Five-Year Full-Time Faculty, Classified Professionals, and Administrative Plans⁵ which ensure the following:

New positions:

-Faculty: In determining the number of new full-time faculty positions needed by the college, each year California Teachers Association (CTA) negotiates the number of new faculty positions throughout the district. The number of positions designated for RCC is determined in that process. Continue to work to improve the FON (Faculty Obligation Number).

-Classified Professionals: The number of classified staff positions will be determined by both the availability of institutional resources as well as service drivers of the areas of the college including considerations for, but not limited to: institutional effectiveness, college structure, as well as considerations/initiatives brought forward through shared governance within the college's strategic planning process.

-Management: The number of management positions will be determined by both the availability of institutional resources as well as service drivers of the areas of the college including considerations for, but not limited to: institutional effectiveness, college structure, as well as considerations/initiatives brought forward through shared governance within the college's strategic planning process.

Retirements/Replacements:

-Faculty: Tenure-track Faculty retirements and transfers will be replaced by hiring full-time tenure-track faculty members within existing discipline as long as those replacements are consistent with the college's Strategic Plan, Enrollment metrics, and Educational Master Plan.

-Classified Professionals: Classified retirements and transfers will be replaced by hiring equivalent full- or part-time classified professionals of the vacated positions, as long as the organizational structure and/or established standards justify their replacement.

-Management: Manager retirements and transfers will be replaced by hiring a manager for the vacated position as long as the organizational structure and/or established standards justify its replacement.

Industry & College Standards:

-Faculty: Maintain existing comparable industry standards as appropriate to the type of instruction and/or discipline area. Develop and maintain new standards across the college.

-Classified Professionals: Maintain existing comparable industry standards for appropriate staff-to-faculty ratios and adoption of a standard for college positions. Develop and maintain new standards across the college.

-Management: Maintain existing comparable industry standards for appropriate management-to-staff/department ratios and adoption of a standard for college positions. Develop and maintain new standards across the college.

Commitment to Professional Development:

The faculty, classified professionals and managers are the college's most valuable resource at RCC. Collaboratively they work together to ensure excellence in teaching and foster student success across the college. Professional development training for all employees is the continuous improvement of skills and knowledge, which relates to every employee's job responsibilities, profession, and/or work environment in ways that fulfill the mission, vision, values, and goals of the institution.

Professional development activities are rooted in the college's strategic planning process and can include classified professional development opportunities, an annual Professional Development Day, technology training, faculty FLEX workshops, retreats, student learning outcomes and assessment training, professional growth days, classified professional recognition programs, and sabbaticals for faculty. Professional development initiatives can be facilitated within the annual program review and planning process, and can be found across departments and divisions included within area program reviews.

Professional development at RCC serves three distinct constituents: faculty, classified professionals and managers.

Faculty Professional Development:

Faculty Professional Development events are developed by the college's Faculty Development Coordinator in conjunction with the Faculty Development committee, while also under the direction of California Education Code, Title V, and guidelines developed by the state-wide Academic Senate.

In an effort to ensure all faculty are supported throughout their careers, RCC is committed to providing thorough onboarding of new faculty employees, continued professional learning to further develop individual capacity, and leadership development to equip those interested in upward mobility with the necessary skills to ensure transfer of knowledge and help achieve greater succession planning for the future.

As new faculty join the institution, the first step in building community and fostering faculty

engagement, is the New Faculty Orientation Training. Faculty Development provides a year-long orientation to help clarify roles and expectations, college goals and priorities, and the commitment to institutional service. Faculty Development provides professional learning opportunities for faculty to develop and enhance their pedagogy and cultivate equity-minded practices. Professional development activities centered on student access and strategies to build an equity advancing institution are offered each semester. Similarly, the development of Communities of Practice in academic disciplines across the college for both full-time and part-time faculty provides spaces dedicated to the sharing of best practices to use both inside and outside the classroom. RCC Faculty are also afforded the opportunity to engage individually in professional growth learning opportunities outside of the college offerings.

Faculty Development also seeks to equip faculty interested in pursuing leadership roles at the college. Recognizing the need for succession planning, RCC is currently working to develop leadership training for department chairs, program coordinators, and discipline facilitators. Additionally, Faculty Development is working to create a Learning & Leadership Academy for Associate Faculty to strengthen the pipeline for new hires within each discipline.

Classified Professionals and Management Professional Development:

The classified professionals and management professional development activities are developed following annual professional development surveys in collaboration with the Classified Leadership and Success committee (CLAS) and the members of the Management Leadership Association.

Similar to faculty onboarding, all new classified professionals and managers have the opportunity to participate in a new RCC employee onboarding workshop designed to familiarize individuals with the culture and history of RCC, gain an understanding of the operational structure of the institution, and understand their roles towards contributing to the college's mission of being an institution committed to equity for all.

Professional learning opportunities are developed in response to the established strategic goals of the college, individual personal development goals, and emerging changes in technology. Individual professional development plans are created in consultation with the college's professional development coordinator with regular touch points throughout the employee's college career to review progress, adjust goals, and provide feedback to the individual as needed to ensure progression towards their personal goals is being achieved.

Like their faculty counterparts, similar pipelines for upward mobility are also necessary for Classified Professionals and Managers. A leadership development program increases employee morale and retention, improves productivity, promotes better decision making, builds better teams, and trains future leaders to ensure participants are able to develop a management style that is conducive to a positive working atmosphere. Building on the strengths of the college's internal workforce can potentially garner leaders with a greater depth of understanding of the college culture who are deeply invested in an organization where personal goals are achieved as a result of a supportive environment.

Commitment to Equity:

The College continues to “address institutional and larger society barriers that have resulted in inequitable outcomes for significant number of societally marginalized groups” by “intentionally engaging in equity-minded job posting and recruitment, committee selection and embedded equity training, candidate screening and interviewing and hiring processes that yield highly and culturally proficient candidates for faculty, classified professional and management positions.” (2019-2022 Student Equity Plan)

ONGOING ASSESSMENT OF THIS PLAN:

The effectiveness of the Human Resources Staffing Plan will be evaluated annually at the conclusion of the Program Review and Plan Process (PRaP). Indicators may include the following:

- a) Data showing that faculty, classified professionals, and administrative positions are allocated according to the Human Resources Plan Principles;
- b) Data showing that the number of faculty, classified professionals, and administrative positions are moving towards alignment with Optimal Staffing Levels (as identified in Tables X, Y, and Z);
- c) Artifacts, such as meeting minutes, demonstrating that all relevant constituencies are involved in the staff position allocation process;
- d) Data showing improvement in student retention, persistence, and success.

FORMATIVE QUESTIONS (ANSWERED IN THE FIRST YEAR):

- ✓ **Current Levels:** What are current (baseline- actual), funded, and optimal staffing levels across all hiring categories, by division?
- ✓ **Future Levels:** What are future actual and optimal staffing needs for the next five years?
- ✓ **Gap Analysis:** What is the difference between the college’s current actual and optimal staffing levels?
- ✓ **Recommendations:** What recommendations does the HRSP make to address gaps between actual and optimal staffing levels at the various timeframes covered by the plan?

SUMMATIVE QUESTIONS (ANSWERED ANNUALLY):

- ✓ **Staffing Levels:** How effective were implemented HRSP recommendations at addressing any staffing gaps identified in the gap analysis?
- ✓ **Staffing Measures:** How accurate were the forecasts of anticipated minimum levels, growth, and attrition rates?
- ✓ **Plan Process:** Did the college follow the HRSP in making its hiring decisions? If so, what procedural adjustments need to be made in terms of the HRSP itself to improve its effectiveness? If it wasn’t followed, what procedural adjustments need to be made at the college to ensure future compliance with the HRSP process?

ADDITIONAL REFERENCES/CONSIDERATIONS:

THE 50% LAW

Education Code (ECS) Section 84362 requires all community college districts to spend at least half of their “current expense of education” for “salaries of classroom instructors.” As staffing levels change, the district will continue to comply with the 50% law requirement that a minimum of half of the district's operating budget be allocated to direct, instructional expenses as defined in the California Community Colleges’ [Budget and Accounting Manual](#).

FULL-TIME FACULTY OBLIGATION NUMBER (FON)

California Code of Regulations (CCR) title 5 section 51025 requires districts to increase the number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES. These regulations dictate a specific minimum number of full-time faculty in proportion to the allotted FTES (known as the full time Faculty Obligation Number, or FON).

Of note, however, the state full-time faculty obligation requirement is not currently college specific; it is at present a district number. As growth or restoration money occurs, the district’s full-time obligation also increases.

How the district monitors its full-time faculty obligation as the three colleges take responsibility for their separate staffing needs (as part of the revised Budget Allocation Model) requires coordination and planning among the three colleges and the district. One possibility is to shift FON calculations to the college level.

75/25 RATIO

California Education Code Section 87482.6 and State Assembly Bill 1725 both set the target percentage of credit instruction hours to be taught by full time faculty as part of their contract load at 75%, with the remaining 25% of credit instruction hours to be taught part time faculty. RCC’s numbers fell below target in 2007 and have steadily increased each year since. RCCD has adopted a district-wide plan to address the full-time/part-time ratio for each of the three colleges through new faculty negotiations each year.

RCC’s noncompliance with this ratio is due to three primary factors:

1. The budget constraints of the last several years and the discontinuation of adding to the number of full-time faculty;
2. The reduction in allotted FTES from the state;
3. A significant number of “golden handshakes” for senior faculty with the concurrent requirement that those vacant positions not be filled for a specified time.

APPENDIX A – COLLEGE STAFFING DATA

STAFFING LEVELS, 2006/2007 through 2021/2022

Located on [Appendix A](#) Excel spreadsheet (updates in process):

Table 1. RCC Employee Counts

Table 2. FTES Distribution for Full-Time and Part-Time Faculty

Table 3. Classified Employees

Table 4. Classified (full-time and permanent part-time) by Position Type

COLLEGE STAFFING DEMOGRAPHICS, 2014

Annually, the district will conduct a workforce analysis, following the State Chancellor's office and Title 5 guidelines, to determine the demographics (ethnicity, gender, age, and disabilities) of existing employees and to identify deficiencies in demographics breakdown of employees. This analysis also must include problem identification, salary, and selection analysis. If inequities exist, the Equal Employment Opportunity Officer will make appropriate recommendations to the college president to eliminate whatever discriminatory practices may exist.

Future RCC employment data will be collected in the fall semester after the state census date, but no later than October 15. This will ensure consistent year by year comparisons in employment figures.

APPENDIX B – COLLEGE STAFFING DATA (EQUITY)

STAFFING DATA (EQUITY)

Located on [Appendix B](#) Excel spreadsheet (updates in process):

Table 5. Ethnicity Breakdown of the RCC Employee Population, Fall 2014

Table 6. Gender Breakdown of the RCC Employee Population, Fall 2014

Table 7. Age Breakdown of the RCC Employee Population, Fall 2014

Table 8. RCC Instructional Load by Category

APPENDIX C –LINKS/RESOURCES

- [California Community Colleges' Budget and Accounting Manual](#)
- [Diversity and Human Resources](#)
- [Diversity and Human Resources Board Policies and Procedures](#)
- [RCCD Administrative Procedures and board Policies](#)
- [Riverside City College Institutional Self-Evaluation of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation – 2020](#)

APPENDIX D – GLOSSARY OF TERMS

- **California Education Code:** A collection of all the laws directly related to California K-12 public schools. Ed Code sections are created or changed by the governor and Legislature when they make laws. Local school boards and county offices of education are responsible for complying with these provisions.
- **Equal Employment Opportunity Officer:** Monitor and evaluate compliance with equal opportunity laws, guidelines, and policies to ensure that employment practices and contracting arrangements give equal opportunity without regard to race, religion, color, national origin, sex, age, or disability.
- **Faculty Obligation Number (FON):** The number of full-time faculty a district is required to employ each fall.
- **50% Law:** Since 1961, California state law has required each community college district to allocate no less than 50% of its general fund expenditures to “salaries of classroom instructors,” under a formula based upon the current expense of education.
- **Full-time Equivalent (FTE):** Unit of measurement equivalent to an individual – worker or student – one unit of a work or school day, applicable in a variety of contexts.
- **Full-time Equivalent Faculty (FTEF):** Calculation which the college uses to combine part-time faculty proportions into a full-time faculty calculation.
- **Full-time Equivalent Student (FTES):** Calculation which the college uses to combine part-time student proportions into a full-time student calculation.