



# San Bernardino Community College District

## Three Year Staffing Plan 2014-2017

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## Table of Contents

Introduction .....	4
Purpose of Staffing Plan .....	5
Executive Summary .....	6
District Mission .....	9
San Bernardino Valley College Mission .....	9
Crafton Hills College Mission .....	9
Human Resources Mission .....	9
Institutional Goals and Integration with District Planning Processes .....	10
SBCCD Board Imperatives .....	10
Overview District Strategic Plan 2011-2014 .....	10
Institutional Goal 1: Institutional Effectiveness (Board Initiative 1) .....	10
Institutional Goal 2: Learning Centered Institution for Student Access, Retention, and Success (Board Initiative 2) .....	11
Institutional Goal 3: Resource Management for Efficiency, Effectiveness, and Excellence (Board Initiative 3) .....	11
Institutional Goal 4: Enhanced and Informed Governance and Leadership (Board Initiative 4) .....	11
Inclusive Climate .....	11
Community Collaboration and Value .....	11
Human Resources Long-Range Strategic Planning Objectives related to District Strategic Plan Initiatives .....	12
Objective 1: Retention .....	12
Objective 2: Evaluation .....	12
Objective 3: Internal Candidate Development/Succession Planning .....	13
Analysis of Human Resources Long-Range Strategic Plan Objectives .....	13
Employee Recruitment and Selection Processes .....	15
Faculty .....	16
Classified .....	17
Management .....	18

	Analysis of Employee Recruitment and Selection Processes.....	19
	Employee Evaluation Process .....	26
98	Faculty .....	26
99		
100	Classified .....	28
101		
102	Management.....	28
103		
104	Analysis of Employee Performance Evaluation Process .....	29
105		
106	Staffing Levels .....	33
107		
108	Historical Overview .....	33
109		
110	Current Staffing Levels .....	33
111		
112	Ideal Staffing Levels .....	39
113		
114	Fulltime Faculty Obligation .....	47
115		
116	Resource Allocation .....	50
117		
118	Staffing Issues .....	52
119		
120	Recruitment and Selection.....	53
121		
122	Performance Evaluation Processes.....	54
123		
124	Staffing Levels .....	54
125		
126	Observations .....	56
127		
128	Recommendations .....	59
129		
130	Recruitment and Selection.....	59
131		
132	Performance Evaluation System .....	60
133		
134	Staffing Levels .....	61
135		
136	Planning Agenda .....	66
137		
138	2014-15 Academic Year .....	66
139		
140	2015-16 Academic Year .....	67
141		
142	2016-17 Academic Year .....	68
143		
144	List of Tables .....	70
145		
146	Supporting Documents .....	73
147		
148	Consultants.....	75

## Introduction

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152 The San Bernardino Community College District (SBCCD) contracted with the Collaborative  
153 Brain Trust (CBT) on October 17, 2013. The task at hand for CBT is to develop a  
154 comprehensive three-year District-wide staffing plan.

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156 The San Bernardino Community College District is a multi-campus district with two college  
157 locations, a District office, and sites housing the departments of Economic Development and  
158 Corporate Training, KVCR—a public broadcast system, the District’s police department, and the  
159 District Annex (IT Department). The San Bernardino Valley College is located in San Bernardino,  
160 California. Crafton Hills College is in Yucaipa, California. SBCCD has over 13,000  
161 FTES (reported in 2012 to the California Community Colleges Chancellor’s Office).

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163 On Monday, November 4, 2013, consultants Drs. Malone and Carlock attended  
164 meetings at the San Bernardino Community College District conducted by two CBT consultants,  
165 Mike Hill and Mike Brandy. The purpose of those meetings related to a second CBT project,  
166 “Resource Allocation and Utilization: Review, Analysis and Recommendations.” Drs. Malone  
167 and Carlock identified several areas of overlap between the two projects. Identified budget  
168 issues directly impact a plan for staffing over the next several years. Some comments and  
169 recommendations found in that budget project are relevant and are noted in this final report.

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171 Due to the difficulty scheduling face-to-face meetings with staff, the District agreed to have the  
172 CBT consultants survey selected staff to solicit their opinion about the topics covered in this  
173 report. The survey was distributed via email with a SurveyMonkey link on February 26,  
174 2014. The survey was closed to responses at the end of the workday on March 12, 2014.

## Purpose of Staffing Plan

175 Strategically planning for future staffing levels serves to align the organization’s human  
176 resources needs not only with its general mission, but should integrate with the organization’s  
177 strategic planning. Analyzing trending of the workforce to predict and plan for future needs can  
178 save the organization money and can serve to inform the district and community what to  
179 expect in the future. This staffing plan has been developed with input from District staff,  
180 complies with current accreditation standards, and addresses the goals and directives set out  
181 by the District and Board of Trustees.

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184 For the purpose of complying with accreditation standards, SBCCD developed a three- year  
185 (2010-2013) long-range staffing plan in August of 2010. Since that plan is nearing  
186 termination, the District has committed to “ongoing review of long-range staffing plan” in the  
187 2012-2013 Human Resources Program Review. In addition, in the 2013-14 Budget Board  
188 Directives document approved by the Board of Trustees, the District commits to “maintaining  
189 the 50% law ratios in the District’s long-range staffing plan”. Thirdly, in the Districts 2013-14  
190 Final Budget (Strategic Directive 2: Learning Center Institution for Student Access, Retention,  
191 and Success), the District commits to “develop and implement a District Staffing Plan that  
192 includes targets for improvement of full-time/part-time faculty ratios.”

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195 In general, staffing levels at the San Bernardino Community College District locations have been  
196 reviewed, evaluated, and compared with other similar sized colleges and districts. In addition,  
197 this report contains a review of how recruitment and selection and employee performance  
198 evaluations affect human resources acquisition and retention.

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## Executive Summary

204 This report contains an introduction, describes the purpose of a staffing plan, and  
205 reviews SBCCD’s recruitment and hiring practices and its evaluation processes—both of which  
206 are standard processes commonly found in California community colleges. SBCCD’s  
207 recruitment and hiring process has experienced a pretty high level of failed recruitments and  
208 the District has a number of interim appointments in positions not yet filled. In addition, the  
209 evaluation processes, while appropriate, lack an efficient tracking and follow-up system, lack of  
210 management accountability for past-due evaluations, and may be improved with staff  
211 development training for managers.

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214 The CBT consultants discuss SBCCD’s past, current, and ideal staffing levels. To that end,  
215 comparisons of District-wide staffing levels shows SBCCD ranks next to highest in staffing levels  
216 when compared to California community college multi-campus districts of similar size. It ranks  
217 highest in staffing levels of classified administrators among those comparison districts. While  
218 both San Bernardino Valley College and Crafton Hills College rank fairly high in staffing levels  
219 when compared to similar sized colleges in the California community college system, comparing  
220 SBCCD’s two colleges, after a size adjustment is applied, Crafton Hills’ staffing levels are  
221 considerably higher than those of San Bernardino Valley College. Additional comparisons done  
222 on specific departments show that SBCCD’s District Office staff is within the average range, IT  
223 and Reprographics Department staffing levels are low, the police department is high in staffing,  
224 the Economic Development and Corporate Training program is about at the mid-point. There is  
225 limited comparison data for the district’s KVCR public broadcasting system.

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228 This report presents an analysis of probable employee turnover within the next three to seven  
229 years. The District can expect to lose approximately 25%+ faculty, educational administrators,  
230 and classified staff through retirement. San Bernardino Valley College can expect retirements  
231 to be about 25% for faculty and classified staff, and Crafton Hills can expect about a 27%  
232 retirement rate in educational administrators, 22% in faculty numbers, and about  
233 30% of their classified support staff.

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236 While reviewing the District’s Full-time Obligation Number (FON) and its full-time/part- time  
237 faculty ratio, it appears that the District has met and is currently meeting the state mandated  
238 FON each year. However, for the past five years, the full-time/part-time faculty ratio

239 has decreased (gotten worse) and is currently about 53/55 when it should ideally be at 75/25.  
240 SBCCD should employ strategies to improve that ratio. It should continue to meet and exceed  
241 its annual FON, but when full-time faculty are hired, part-time faculty should be decreased  
242 accordingly and even more extensively than in the past. The only way to improve the full-  
243 time/part-time faculty ratio is to increase the number of courses taught by full-time faculty and  
244 decrease the number of courses taught by part-time faculty. SBCCD needs to find a balance,  
245 too, between the two colleges and their appropriate portion of full-time faculty numbers, which  
246 may mean Crafton Hills should be decreasing the number of courses taught by full-time faculty  
247 and part-time faculty.

248 The area of resource allocation is discussed in this report. CBT Consultants Drs. Malone and  
249 Carlock depended upon the budget findings and report of January 2014 conducted by CBT  
250 Consultants Michael Hill and Michael Brandy which points to a major area of concern; that of  
251 the inefficient position control system as it affects both the budget and the tracking of filled  
252 and unfilled positions throughout the District. Both CBT teams are recommending that the  
253 position control mechanism be improved.  
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257 The CBT Consultants communicated with staff via email and survey on February 26,  
258 2014 for the purpose of gathering input regarding the topics of this report. Comments from  
259 staff were thoughtful and astute and contributed significantly to the Consultants' observations.  
260

261 This report contains a number of recommendations presented in greater detail for SBCCD's  
262 consideration, including: immediately beginning the recruitment effort to fill the position of the  
263 Vice Chancellor of Human Resources and to fill the position of Director of Human Resources,  
264 instituting an organizational climate survey, examining the reasons recruitments fail, tying  
265 management's completion of evaluations to their employment contract  
266 renewals and/or their annual step and column increases, improving the evaluation tracking and  
267 follow-up system, requiring training for managers on performance evaluation, examining the  
268 reasons for late or uncompleted evaluations, holding managers accountable for completing  
269 evaluations, reviewing and improving the District's management evaluation process, improving  
270 the district's position control system, reducing the number of courses taught by full-time faculty  
271 at Crafton Hills College, reducing the number of classified support positions at San Bernardino  
272 Valley College, reducing the number of management positions at Crafton Hills with suggested  
273 methods for accomplishing that reduction, reducing the number of classified support positions

274 at Crafton Hills College, continuing to meet and exceed the statewide FON requirement and at  
275 the same time decreasing the number of credit courses taught by adjunct faculty, increasing the  
276 salary levels of the Vice Chancellor of Fiscal Services position and that of the College President  
277 position (if the Hay Group compensation study supports the recommendation), exploring  
278 whether or not another early retirement incentive program would be financially beneficial,  
279 discovering ways to increase the diversity in applicant pools—most particularly the ethnic  
280 category of Hispanic, initiating a modified hiring freeze to fully evaluate whether to proceed  
281 with each position listed on the hiring priority list contained in the District’s current staffing  
282 plan. While the District is already requiring the TV public broadcast system program to become  
283 self-supporting, there is a recommendation to reduce its staff numbers and to develop a  
284 greater role in the instructional program which will increase state-wide FTES income.

285 In addition, this staffing plan does not provide the District with a laundry list of specific  
286 positions to add or fill over a three year period, but rather presents a simple decision model to  
287 be used when the District is faced with a vacancy within the management and the classified  
288 support staff ranks—especially when the District needs to reduce staff rather than add staff.  
289 Those decisions are made by the Chancellor and his Cabinet and the process for making those  
290 decisions can be strengthened.

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293 In light of SBCCD’s efforts to move its budget process into a more efficient place, and with its  
294 need to appropriately balance expenditures between its two colleges, continuing to add and fill  
295 positions from the current hiring priority list at this point is not a prudent approach to  
296 accomplish that goal. The CBT Consultants are recommending a modified hiring freeze so that  
297 the District can fully evaluate whether or not to fill the positions on the hiring priorities list  
298 found in its current staffing plan.

## District Mission

299 The mission of the San Bernardino Community College District is to promote the  
300 discovery and application of knowledge, the acquisition of skills, and the development of  
301 intellect and character in a manner that prepares students to contribute effectively and  
302 ethically as citizens of a rapidly changing and increasingly technological world.

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304 This mission is achieved through the District's two colleges (San Bernardino Valley College  
305 (SBVC) and Crafton Hills College (CHC), the Professional Development Center (PDC) and public  
306 broadcast system (KVCR TV-FM) by providing high quality, effective and accountable  
307 instructional programs and services.

### 308 309 **San Bernardino Valley College Mission**

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311 San Bernardino Valley College provides quality education and services that support a diverse  
312 community of learners.

### 313 314 **Crafton Hills College Mission**

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316 The mission of Crafton Hills College is to advance the education and success of students in a  
317 quality learning environment.

### 318 319 **Human Resources Mission**

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321 Ensure a positive and diverse workforce environment through superior customer service for the  
322 San Bernardino Community College District.

## **Institutional Goals and Integration with District Planning Processes**

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324 The SBCCD Mission is achieved through clearly defined Board Imperatives that serve as a  
325 framework for the District Strategic Plan and resulting Institutional Goals. Implementation of  
326 the Institutional Goals is dependent upon well trained, motivated, efficiently managed staff and  
327 recruitment processes that ensure continuity of a diverse academic environment that fosters  
328 cultural awareness, promotes mutual understanding and respect, and provides suitable role  
329 models for all students. This Three Year Staffing Plan is intended to assist the District in moving  
330 toward satisfying the HR-related goals of the Board Imperatives and Institutional Goals  
331 articulated below.

### **SBCCD Board Imperatives**

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336 The SBCCD Board of Trustees is committed to excellence and effectiveness in all the operations  
337 and entities that comprise the San Bernardino Community College District. The Board is  
338 committed to student success, retention, and access; and to the prudent management of all  
339 District resources. The Board strives for, and expects, informed and excellent governance and  
340 leadership from themselves and from all the key leaders of the District. To that end, the Board  
341 established four Imperatives:

- 342 1. Institutional Effectiveness
- 343 2. Learning-Centered Institution for Student Access, Retention, and Success
- 344 3. Resource Management for Efficiency, Effectiveness, and Excellence
- 345 4. Enhanced and Informed Governance and Leadership

### **Overview District Strategic Plan 2011-2014**

#### **Institutional Goal 1: Institutional Effectiveness (Board Initiative 1)**

351  
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354 1.1 Implement and integrate decision-making, planning, and resource allocation  
355 structures and processes that are collaborative, transparent, evidence-based, effective,  
356 and efficient.

**Institutional Goal 2: Learning Centered Institution for Student Access, Retention, and Success (Board Initiative 2)**

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2.1 Ensure access to and delivery of programs, services, and support that meet the diverse needs of students, prospective students, and the community.

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2.2 Improve student retention, success, and persistence across the District.

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2.3 Achieve excellence in teaching and learning at all District sites through professional development and a continuous improvement process.

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**Institutional Goal 3: Resource Management for Efficiency, Effectiveness, and Excellence (Board Initiative 3)**

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3.1 Optimize the development, maintenance, and use of resources in accord with applicable plans.

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3.2 Provide technology that supports excellence in teaching, learning, and support.

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3.3 Effectively manage enrollment across the District through a dynamic balance of identified needs and available resources.

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**Institutional Goal 4: Enhanced and Informed Governance and Leadership (Board Initiative 4)**

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4.1 Optimize governance structures and processes throughout the District.

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4.2 Continuously develop leaders among all groups.

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**Inclusive Climate**

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5.1 Value diversity and promote inclusiveness among employees, students, and the community.

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**Community Collaboration and Value**

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6.1 Enhance the District's value and image in the communities.

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401 6.2 Forge partnerships with other academic institutions, governmental agencies, and  
402 private industry to support the missions of the District and colleges.

403 **Human Resources Long-Range Strategic Planning Objectives related to District**  
404 **Strategic Plan Initiatives**

405 This Long-Range Staffing Plan provides a strategy for meeting Institutional Goals by outlining a  
406 plan to ensure that the appropriate staffing levels are maintained, the current staff is properly  
407 evaluated and developed, future staffing needs are properly assessed, and recruitment  
408 processes are well-organized and inclusive to a diverse community of applicants. The  
409 2010-2013 Long Range Planning Objectives are as follows:  
410

411 **Objective 1: Retention**  
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413 Retention of high-quality employees is a crucial concern of the colleges and the District. The  
414 2010-2013 Long-Range Staffing plan attempted to respond to the need for a systematic, District  
415 level, process to promote retention. The Human Resources Department committed to  
416 addressing the need by focusing attention on the first year of employment, considered  
417 important in establishing a long-term relationship between the employee and the District as  
418 follows:  
419

420 In accordance with District Strategic Plan 5.1 the Human Resources Department, in  
421 consultation with the colleges, will develop and implement a district mentoring program  
422 for all new employees.  
423

424 **Objective 2: Evaluation**  
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426 The Human Resources Department found a pattern of past due evaluations for a substantial  
427 number of classified staff and management staff, which was a major concern to both colleges  
428 and the District. In response to this concern, the Human Resources Department committed to  
429 the following objective to identify and solve the problems by developing and  
430 implementing more systematic methods to monitor and ensure the timeliness of the evaluation  
431 process:  
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The Human Resources Department, in consultation with the colleges, will develop and implement more systematic methods to monitor and ensure the timeliness of the evaluation processes for classified staff and management.

**Objective 3: Internal Candidate Development/Succession Planning**

The spring 2010 SERP had a dramatic effect on the institutional memory of the District and both colleges. Due to the large number of retirements, increased turnover rate, and difficulty in predicting future staffing patterns with any assurance of accuracy, the District realized there may be a substantial risk, or loss, of institutional memory. To accommodate the potential losses, the District planned to facilitate the development of internal candidates for promotional and other vacancies. The Human Resources Department committed to helping with the following objective:

In accord with District Strategic Plan Objective 3.1.1, the Human Resources Department, in consultation with the colleges, will design and implement workshops and/or other professional development experiences to help the colleges develop internal candidates for vacancies that arise due to retirements and other turnover.

**Analysis of Human Resources Long-Range Strategic Plan Objectives**

The purpose of an HR Long-Range Strategic Plan is to insure staffing levels that meet organizational needs; which entails recruiting, selecting, developing, and retaining a high caliber of employees capable of meeting the organization’s mission. After a thorough review of the SBCCD Board Imperatives, District Strategic Plan and Institutional Goals, and the Human Resources Long-Range Strategic Plan of 2010-2013, the CBT Consultants believe the three objectives outlined in the 2010-2013 Long-Range Strategic Plan are still relevant to 2013-2017 and continued effort in these areas will serve to meet the District’s current needs. The objectives are all related to recruiting, retaining and developing current staff in order to preserve institutional knowledge and implement the District’s mission and institutional goals.

In accordance with District Strategic Plan 5.1 to establish a mentoring program for all new employees, HR stated that they have developed a mentoring program for current employees and new hires; however, the program has not been officially implemented. In the meantime, HR conducts new employee orientations and allows campus departments to take

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over the mentoring of their new employees. During new employee orientation, online training is a standard procedure required prior to the new employee reporting to the job site. After the new employee orientation, job site supervisors facilitate the day-to-day training of the employees.

The evaluation process is crucial to retaining staff who meet effective and efficient performance standards as outlined in the job descriptions and the timely evaluation of probationary and other classified and management employees is crucial to maintaining a staff that can be developed for future promotional positions. The HR Department continues to remedy the challenge of managing reports from the EPICS system maintained by the IT Department. Weaknesses of the current process for data control and the evaluation process must be investigated and accountability processes established.

HR continues to support the District's commitment to professional development as an ongoing project. The campuses have Professional Development Coordinators who facilitate training of employees at the campus level. Perfunctory trainings such as environmental health and safety and sexual harassment are managed through the Keenan Safe College online training tool, and the District is a member of the Southern California Community College Districts Employment Relations Consortium which provides trainings for management and HR. HR participates in ongoing discussion and planning for employee development programs, such as the addition of a Training Coordinator in the HR Department who would oversee and facilitate the training and development programs at the District.

Fulfilling the HR objectives is the responsibility of the Vice Chancellor of Human Resources. Unfortunately, the position has been vacant more than two (2) years and temporarily filled by a number of interims; therefore updates and follow through on the Long- Range Plan have been precarious at best. These objectives continue to be validated by the recent turnover due to the 2010 SERP, and the need to maintain a smaller staffing level. One crucial position to achieving these objectives would be a full-time, permanent Vice Chancellor of HR who could give targeted attention and leadership toward meeting the recruitment, retention, evaluation, and employee development objectives.

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## Employee Recruitment and Selection Processes

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522 A properly developed and implemented recruitment and selection process will ensure that a  
523 sufficient pool of prospective employees are recruited and that the candidates selected are  
524 representative of the quality required to meet the organizational objectives of the District and  
525 compliment the diversity of student body. The District is committed to employing qualified  
526 administrators, faculty, and staff members who are dedicated to student success. The District  
527 recognizes that diversity in the academic environment fosters cultural awareness, promotes  
528 mutual understanding and respect, and provides suitable role models for all students;  
529 therefore, the District seeks a qualified and diverse administration, faculty, and staff. The  
530 District's value of diversity in employment compliments Board Policy 7210 which states that the  
531 District will implement affirmatively equal employment opportunity for all employees and  
532 qualified applicants for employment and promote a policy of non-discrimination in recruiting,  
533 hiring, assignment, training, promotion, transfer and evaluation.

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535 The recruitment and selection processes begin with the District's Program Review and Planning  
536 processes. Every year the Program Review Committees of both Valley College and Crafton Hills  
537 analyze staffing requests to determine and recommend the hiring priorities of their campuses.  
538 The recommended priorities are then submitted to the college presidents who make the final  
539 determination of hiring priorities. Likewise, the District Office submits a prioritized list of  
540 human resource requests to the Chancellor for consideration by Chancellor's Cabinet. The  
541 Chancellor makes the final determination of hiring priorities for District operations. The  
542 College Presidents and the Chancellor submit position requisitions to Fiscal Services for  
543 budgetary confirmation. Once the funding has been confirmed, Fiscal Services submits the  
544 position requisitions to the Human Resources Department and the recruitment process begins.

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547 The Office of Human Resources has implemented an Online Employment Application Process to  
548 automate and streamline many of the paper-driven aspects of the employment application  
549 process. All requested positions must be submitted through the Online Application System.  
550 After the requested information for a vacant position is completed and submitted, the request  
551 will then be approved by the appropriate administrators. The receipt of the Personnel  
552 Requisition Form by the Office of Human Resources and budget authorization by Fiscal Services  
553 indicates approval to begin the recruitment process.

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## 557 **Faculty**

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560 The recruitment process begins with the job announcements drafted by the  
561 Division/Department hiring manager in consultation with faculty and Human Resources. Job  
562 announcements contain State mandated minimum qualifications that must be met by all  
563 academic employees and may include desirable qualifications that support the responsibilities  
564 of the position. HR prepares the final draft of the job announcement to ensure conformity with  
565 the guidelines of the Board of Governors for the California Community Colleges, Title 5  
566 requirements, and non-discrimination laws. Upon the approval of the final draft, the  
567 Division/Department hiring manager will set a tentative timetable for the hiring process.  
568 Faculty positions are advertised for a minimum of thirty (30) days. Human Resources is  
569 responsible for the dissemination of job announcements and managing all recruitment data  
570 such as collecting applications and managing diversity information.

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573 The combination of minimum qualifications and job-related desirable qualifications will be  
574 used as the basis for decisions throughout the pre-screening, interview, and selection  
575 processes. Human Resources will determine which applicants meet minimum qualifications as  
576 set forth in the job announcement. Applicants meeting the minimum qualifications will be  
577 reviewed by the selection committee and applicants requesting consideration of equivalent  
578 qualifications will be reviewed by the Equivalency Committee.

579

580 The selection committee should have no fewer than five (5) and no more than nine (9)  
581 members. The hiring manager, in consultation with department/division faculty and the  
582 Academic Senate President, will select committee members. Human Resources will appoint an  
583 Equal Opportunity Representative to serve as a non-voting committee member. The  
584 committee should also include representation of employees groups who regularly interact with  
585 the employee in the position; however, the majority should be faculty and should include the  
586 hiring manager. The final composition of the selection committee remains confidential.

587

588 The committee chair will provide the names of candidates for interview to Human Resources  
589 who will schedule the interviews. The search committee will interview the candidates. Prior to  
590 the interview, the candidates are provided the 30 minutes or less to review the interview  
591 questions. This practice allows the candidate the opportunity to prepare well thought out  
592 answers and may serve to relieve some measure of anxiety. Each candidate is required to  
593 conduct teaching demonstrations and submit a writing sample.

594 The committee recommends no more than three (3) candidates, unranked, to the  
595 College President for second-level interviews. Second level interviews will be conducted by the  
596 College President. The academic senate president will also be present in an advisory capacity.  
597 The hiring manager will make the decision on the final selection and notify Human Resources to  
598 forward the name to the Board of Trustees for approval.

### 598 **Classified**

599 Classified employees are those who are employed in non-academic positions. Similar to the  
600 faculty recruitment process, the classified recruitment process begins with a job announcement  
601 developed by the hiring manager in consultation with Human Resources and approved by the  
602 Vice Chancellor of Human Resources. The job announcement clearly states  
603 the knowledge, skills, and abilities required to perform the job, minimum qualifications, any  
604 additional desirable qualifications that are job related and support the responsibilities of the  
605 position, and notification of testing.  
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607 Human Resources staff is responsible for administering testing procedures for classified  
608 positions that require job-related skills proficiency. Human Resources staff selects the  
609 appropriate testing instruments, ensures that the testing criteria are objective, and administers  
610 testing materials and procedures in a consistent manner. Only those applicants who pass the  
611 employment tests are screened by Human Resources for minimum qualifications and  
612 forwarded to the selection committee.  
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614 The appropriate administrator, in consultation with Human Resources, designates the  
615 composition of the screening committee to ensure appropriate representation from the  
616 affected department. Screening committees include at least one management member, one  
617 CSEA appointee and, when appropriate, an appointee from the Academic Senate. Committee  
618 composition should include no less than three (3) and no more than seven (7) committee  
619 members in total, including one non-voting EEO representative from Human Resources.  
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621 Once the screening committee determines which candidates to interview, Human Resources  
622 schedules and arranges the time and place of the interviews, and contacts the candidates.  
623 The screening committee conducts the first level interviews and recommends at least three  
624 (3) candidates to the hiring manager for second level interviews. From the second  
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level interviews, the hiring manager selects and recommends a finalist to the Chancellor. Human Resources is notified and the recommendation is forwarded for Board approval.

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## **Management**

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Management employees are those employees of the District who are designated as "management" by the Board, including academic management (educational administrators), classified management (non-academic) and executive officers. The recruitment process is similar to the classified process outlined above, beginning with the development of a job announcement, development and proctoring of testing (if required), pre-screening of applications by Human Resources, and designation of a selection committee consisting of no less than three (3) and no more than nine (9) members. Every management screening committee must contain one (1) CSEA designee, and one (1) Academic Senate designee. The screening committee develops job related questions that will be reviewed by Human Resources, interviews are arranged by Human Resources, and the selection committee recommends at least three (3) candidates for second level interviews. The second level interviews will be convened by the appropriate administrator who will then notify Human Resources of the selection for recommendation to the Board for approval.

## Analysis of Employee Recruitment and Selection Processes

The SBCCD recruitment and selection process are common to most community colleges. The table below provides a snap shot analysis of the successful hires over the past three years.

RECRUITMENT ACTIVITY	2010 - 2011 HIRES			2011 - 2012 HIRES			2012 - 2013 HIRES			
	FACULTY	CLASSIFIED	MA	FACULTY	CLASSIFIED	MA	FACULTY	CLASSIFIED	MA	INTERIM
San Bernardino Valley College	6	20	3	2	4	1	8	5	0	0
Crafton Hills College	2	8	4	0	3	0	4	4	1	0
District Offices	0	0	2	0	1	0	0	2	0	1
KVCR TV/FM	0	5	2	0	1	0	0	0	0	1
Annex	0	1	0	0	1	1	0	0	0	0
Police Department	0	6	0	0	0	0	0	1	0	0
Economic Development Training Center	0	1	5	0	0	1	0	0	1	0
<b>TOTALS</b>	<b>8</b>	<b>41</b>	<b>16</b>	<b>2</b>	<b>10</b>	<b>4</b>	<b>12</b>	<b>12</b>	<b>2</b>	<b>2</b>

**Table 1, Three Year Hiring Pattern**

Source: SBCCD Human Resources Department

The District also experienced a number of unsuccessful recruitments as shown in the table below. In response to the unsuccessful recruitments, the District employs an unusually high number of interim employees, particularly at SBVC as shown in the next table.

UNSUCCESSFUL RECRUITMENT ACTIVITY	2012-2013			2013-2014			TOTALS
	FACULTY	CLASSIFIED	MGMT	FACULTY	CLASSIFIED	MGMT	
San Bernardino Valley College	2	4	5	0	2	1	14
Crafton Hills College	1	0	1	1	0	1	4
District Offices	0	0	2	0	0	1	3
KVCR TV/FM	0	0	0	0	1	0	1
Annex	0	1	2	0	1	1	5
Police Department	0	0	1	0	0	1	2
Economic Development Training Center	0	0	0	0	0	0	0
<b>TOTALS</b>	<b>3</b>	<b>5</b>	<b>11</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>29</b>

**Table 2, Unsuccessful Recruitment Activity, 2012-2014**

Source: SBCCD Human Resources Department

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Interim Appointments			
POSITION	Location	Start Date	End Date
Interim, President	SBVC	7/1/2013	6/30/2014
Interim Dean, Social Science, Human Dev. & PE	SBVC	7/1/2013	6/30/2014
Interim Director, EOPS/CARE	SBVC	7/1/2013	6/30/2014
Interim Manager, Occupational Advancement	SBVC	7/1/2013	6/30/2014
Interim Art Director	KVCR, DISTRICT	6/14/2013	6/30/2014
Interim Vice Chancellor, Fiscal Services	DISTRICT	6/26/2013	6/30/2014
Interim Tribal Liaison, Management & Supervisory	KVCR District	8/9/2013	6/30/2014
Interim Director, Police Academy	SBVC	7/1/2013	6/30/2014
Interim Scholarship Program Administrator	SBVC	7/29/2013	6/30/2014
Interim Director, Admissions & Records	SBVC	10/1/2013	10/1/2014
Interim Assistant Director, Applied Technologies Training	District	10/11/2013	10/11/2014
Interim Dean, Applied Technology, Transportation & Cul Arts	SBVC	1/2/2014	6/30/2014
Interim Coordinator, DSP & S	SBVC	12/12/2013	6/30/2014

**Table 3, Interim Appointments, 2013-2014**

Source: SBCCD Human Resources Department

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661 There is a significant cost related to failed recruitments. The 2010-2013 Long-Range Staffing  
662 Plan indicated that the average cost of each hire from receipt of the requisition by HR to  
663 employment was just over \$7,500.00. Using the 2010-2013 cost, the District may have lost  
664 more than \$217,500 for failed recruitments.

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667 The CBT consultants inquired about the reasons for the number of failed recruitments and the  
668 large number of interim employees occupying critical positions within the District. The inquiry  
669 revealed the following reasons: non-competitive salary levels, political wrangling within  
670 selection committee members, inability to define realistic qualities desired for the position, and  
671 inadequate pools; staff cited HR's inability to move processes forward in a timely manner due  
672 to a shortage of staff. Other staff have stated that SBCCD has a poor work environment and is  
673 reputed as being unstable.

With regard to the salary level, the CBT consultants tested the salary level of several management positions with multi-campus districts of similar size. The tables below provide us with a general picture of how selected management salaries compete.

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District	Annual 2012-13 Total FTES	College President
Chabot-Las Positas CCD	15529.83	-
West Hills CCD	5,611.31	\$ 223,958.00
Yosemite CCD	13320.87	\$ 210,785.00
San Jose-Evergreen CCD	13445.49	\$ 188,221.00
West Valley CCD	15834.07	\$ 186,591.00
San Bernardino CCD	13372.61	\$ 171,624.00
Yuba CCD	5,661.88	\$ 166,817.00

**Table 4, Comparison of College President Annual Salary**

Source: ACCCA 2013 Benchmark Survey, Multi-campus Districts

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District	Annual 2012-13 Total FTES	Vice Chancellor Fiscal Services
Chabot-Las Positas CCD	15529.83	\$ 218,702.00
West Hills CCD	5,611.31	\$ 213,929.00
Yosemite CCD	13320.87	\$ 206,831.00
West Valley CCD	15834.07	\$ 193,124.00
San Jose-Evergreen CCD	13445.49	\$ 188,221.00
San Bernardino CCD	13372.61	\$ 171,624.00
Yuba CCD	5,661.88	\$ 166,817.00

**Table 5, Comparison of Vice Chancellor of Fiscal Services Annual Salary**

Source: ACCCA 2013 Benchmark Survey, Multi-campus Districts

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District	Annual 2012-13 Total FTES	Vice Chancellor Human Resources
Yosemite CCD	13320.87	\$ 191,623.00
San Jose-Evergreen CCD	13445.49	\$ 188,221.00
San Bernardino CCD	13372.61	\$ 171,624.00
West Valley CCD	15834.07	\$ 165,000.00
West Hills CCD	5,611.31	\$ 158,388.00
Chabot-Las Positas CCD	15529.83	\$ 154,911.00
Yuba CCD	5,661.88	\$ 130,464.00

**Table 6, Comparison of Vice Chancellor of Human Resources Annual Salary**

Source: ACCCA 2013 Benchmark Survey, Multi-campus Districts

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District	Total FTES	Instruction
West Hills CCD	5,611.31	\$ 183,682.00
Yosemite CCD	13320.87	\$ 171,183.00
Chabot-Las Positas CCD	15529.83	\$ 154,911.00
San Bernardino CCD	13372.61	\$ 148,248.00
San Jose-Evergreen CCD	13445.49	\$ 135,164.00
Yuba CCD	5,661.88	\$ 130,464.00
West Valley CCD	15834.07	\$ 116,969.00

**Table 7, Comparison of Vice President of Instruction Annual Salary**

Source: ACCCA 22013 Benchmark Survey, Multi-campus Districts

District	Annual 2012-13 Total FTES	College Dean
West Hills CCD	5,611.31	\$ 183,682.00
Chabot-Las Positas CCD	15529.83	\$ 124,697.00
San Jose-Evergreen CCD	13445.49	\$ 122,688.00
San Bernardino CCD	13372.61	\$ 110,628.00
Yuba CCD	5,661.88	\$ 98,215.00
West Valley CCD	15834.07	\$ 96,799.00
Yosemite CCD	13320.87	\$ 82,980.00

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**Table 8, Comparison of College Dean Annual Salary**

Source: ACCCA 22013 Benchmark Survey, Multi-campus Districts

The annual salaries of the Vice Chancellor of Fiscal Services and the College President appear to be low when compared to the annual salaries of similar sized multi-campus districts. This may be one of the causes for an inadequate candidate pool and failed recruitment efforts. The campus has contracted with the Hay Group, a company commonly used by community colleges and other public institutions to develop job evaluation methodologies and conduct compensations studies. Presumably, the classification and compensation study being conducted by the Hay Group will reveal whether there are salary level deficiencies.

The Human Resources Department has been managing with a shortage of staff and without full-time leadership, which could explain HR's inability to move recruitment processes forward in a timely manner. The lack of executive level leadership could also explain the situation of political wrangling on the recruitment committees as well as their inability to successfully define the realistic qualities desired for the positions currently occupied by interims. The District has recently begun recruitment procedures for two new positions,

722 Recruiting Specialist and Benefits Specialist. It is imperative that the District begin the process  
 723 for recruiting a Vice Chancellor of Human Resources as well as a Human Resources Director in  
 724 order to bring stability and integrity to the Human Resources Department and the District.  
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726 The Human Resources Department must implement strategies for continuing recruitments that  
 727 fail, particularly those that fail for inadequate recruitment pools. The current strategy is to use  
 728 interim replacements, which is initially a quick fix; however the long term use of interims serves  
 729 to diminish the stability of the department or division and strategic measures may fall short of  
 730 execution. Since the District is hiring a staff member dedicated to recruitment, a process or  
 731 strategy for inadequate pools and failed recruitments must be a priority.  
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734 The District recognizes that a diverse academic community can provide advantages for all  
 735 students, however keeping up with the rate of change within the surrounding communities,  
 736 and students matriculating into the District from those communities, requires periodic  
 737 monitoring. The District’s recent statistical analysis revealed a deficit in the ratio of full and  
 738 part-time faculty/staff to students within the Hispanic category as indicated below:  
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741 **Crafton Hills College**

Total Full and Part-time Student Head Count	5680		
Total Full and Part-time Hispanic Student Head Count		2425	<b>42.69%</b>
Total Faculty/Staff Count	331		
Total Hispanic Staff Count		29	<b>8.76%</b>
Total Hispanic Full and Part-time Faculty Count		30	<b>9.06%</b>

744 **San Bernardino Valley College**

Total Full and Part-time Student Head Count	12024		
Total Full and Part-time Hispanic Student Head Count		7608	<b>63.27%</b>
Total Faculty/Staff Count	704		
Total Hispanic Staff Count		83	<b>11.79%</b>
Total Hispanic Faculty		85	<b>12.07%</b>

745 **Table 9, Comparison of Student and Faculty/Staff Demographics (Hispanic category)**

746 *Source: Chancellor’s Office DataMart, Fall 2013*  
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749 District Strategic Plan 5.1 clearly articulates the value of diversity and inclusiveness among  
 750 employees, students, and the community. Therefore, it is important that the District  
 751 consider strategies and initiatives to address the deficit in the number of Hispanic staff and

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faculty. Concentration on this effort will support District Strategic Plan 2.2 to improve student retention and success, particularly within the Hispanic category. This effort will require improved consideration of recruitment committee composition as well as strategies to increase the pool of Hispanic applicants. This priority must be managed in collaboration between the Vice Chancellor of Human Resources, the newly hired Recruiting Specialist, administrators and a committee of current Hispanic faculty and staff who may have insight on recruitment strategies for this ethnic category.

It should be noted that the CBT Consultants agree that staff should not be hired merely based on their ethnicity; however, increasing the number of qualified ethnic applicants increases the District's opportunity to hire a diverse staff, not only Hispanic representation but staff from all ethnic minority categories. In addition, the District can encourage interest from Vietnam-era veterans, women, and the disabled. 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.

Finally, the CBT consultants were advised that the work environment at SBCCD is less than desirable and that the campus has a reputation of being unstable. It is commonly known that during economic downturns many organizations become vulnerable to budget cuts, turnover, and stressful work environments as employees attempt to meet the challenge of keeping up with demanding workloads while managing with less staff and other resources. Most of the California community colleges are challenged with this situation. After the 2010 SERP, the District has cut many positions which also cause a major shift in workloads and work relationships.

This situation further validates the necessity and urgency for the recruitment of a full-time HR leader who has the knowledge, skill, and ability to conduct an in-depth cultural climate evaluation and develop strategies to improve the environment. This process requires the confidence of District staff and leaders that only the consistency of a permanent HR leader can inspire. Indeed, the recruitment and selection, staffing, performance evaluation, retention, and staff development processes and strategies depend heavily on a knowledgeable and dedicated HR staff led by an HR Officer who has the knowledge, skills, and ability to develop and implement strategic initiatives. Without such leadership, current strategic initiatives fall

793 vulnerable to inertia and in such a case, the entire District is affected by missed opportunities to  
794 recruit the best and brightest, unsatisfactory work environments, declining organizational  
795 culture, and the outward perception of chaos. While a new HR officer is not a panacea,  
effective, efficient, and consistent HR leadership will increase the likelihood of successful  
implementation and improvement.

## Employee Evaluation Process

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797 Each department develops and implements goals and objectives designed to meet the overall  
798 District’s objectives outlined in the Strategic Plan. Likewise, each employee is assigned goals and  
799 objectives to support the overall plan of their department or unit. The purpose of the evaluation  
800 process is to review individual goals and objectives outlined for the prior year and to discuss the  
801 extent to which those goals and objectives were met. It is also an opportunity to review, revise,  
802 and update the job description and set new goals and objectives. The evaluation process falls  
803 within the scope of staff development and is intended to provide individualized discussion and  
804 feedback to create a mutual understanding about goals and expectations.

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806 The evaluation process directly affects the District’s goals for appropriate levels of staffing as a  
807 strategy to maintain a superior cadre of staff. It is the most efficient method for identifying  
808 those employees who should be targeted for succession planning and provides a format for  
809 development plans. The evaluation process addresses the Long Range Strategic Planning  
810 Objectives of retention and internal candidate develop/succession planning because it serves as  
811 the foundation for developing and retaining excellent employees and separating employees  
812 whose performance consistently fails to meet the articulated criteria. The process also provides  
813 frequent opportunities to re-evaluate departmental vacancies and determine whether certain  
814 positions need to be filled or can combined with another position, thus maximizing  
815 departmental efficiency and providing opportunities to expand the depth and breadth of  
816 certain job descriptions.

### 817 818 **Faculty**

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821 Faculty Evaluation Procedures are outlined in the CTA collective bargaining agreement, Article  
822 16. The District Tools Committee evaluates and recommends any necessary revisions of the  
823 tools used to evaluate faculty effectiveness. The Tools Committee is comprised of 5 faculty  
824 members (4 appointed by the Academic Senate, one appointed by the union) and the Director  
825 of Distributed Education. The Formal Evaluation Procedure does not include standardized or  
826 District-developed achievement of aptitude tests.

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829 The formal evaluation procedure is preceded by an initial conference between the  
830 evaluator and the evaluatee. The Formal Evaluation Procedure includes:

1. Basic components:

- 831 • Student ratings of instructional faculty (and non-instructional faculty when  
832 appropriate)
- 833 • Classified staff ratings where the faculty member supervises classified staff
- 834 • A written self-assessment
- 835 • Written observations and assessments by the evaluator
- 836 • Course syllabi where appropriate
- 837 • Peer Review by academic staff who are knowledgeable about the  
838 subject area taught by the evaluatee

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841 2. The formal evaluation may include the following areas:

- 842 • Expertise in subject matter (instructional) or program area (non-instructional)
- 843 • Techniques of instruction where appropriate
- 844 • Effectiveness of communication
- 845 • Acceptance of responsibility
- 846 • Performance in areas of responsibility other than the classroom, where applicable

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849 3. For contract faculty, evaluation takes place at least annually; for regular faculty, at least  
850 triennially; for temporary employees, within the first year of employment, and at least once  
851 every six semesters thereafter.

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854 4. Fall evaluation summaries must be completed by December 15, and spring evaluation  
855 summaries must be completed by May 15.

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858 5. If the evaluation identifies specific deficiencies, the evaluator and evaluatee meet to  
859 discuss appropriate steps for improvement, and the evaluator makes specific written  
860 recommendations.

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863 6. Once the deficiencies have been corrected, that improvement is documented.

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866 7. The District may conduct additional observations or assessments to be included in the  
867 formal evaluation procedure.

## Classified

868 Classified Evaluation procedure is outlined in Article 13 of the CSEA collective bargaining  
869 agreement as summarized below:

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872 1. Permanent classified staff members are evaluated once every two years in the month of  
873 April; probationary classified staff members are evaluated at least twice during the probationary  
874 period, in about the third and seventh months from the hiring date.
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877 2. A report from the Employee/Position Information Collaborative System (EPICS) identifies  
878 which classified employees are due to be evaluated each year about March 1 (for permanent  
879 employees) and about the first of each month (for probationary employees).
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882 3. Human Resources staff sends an email notice to each manager to complete the  
883 evaluation.
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886 4. Each manager completes the evaluation and sends the results to Human Resources.
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889 5. Human Resources reviews the completed evaluation, updates the evaluation date in EPICS  
890 to reflect the next evaluation date, and updates the evaluation log to document both the  
891 notice and the receipt of the evaluation.

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## 894 Management

895 District Policy 7251 outlines the guidelines for Management Evaluation. Each manager is  
896 evaluated annually for the first two years of employment and every three years thereafter;  
897 evaluation may be more frequent when significant performance deficiencies are noted.  
898 Management evaluation is a five-stage process consisting of a meeting between the manager  
899 and his/her immediate supervisor, Evaluation Committee process, Campus Survey, and final  
900 report.

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905 1. At the beginning of the academic year the manager and his/her supervisor will meet to  
906 review the goals and objectives set forth the prior year and discuss the extent to which

they were met. At that time, the manager and supervisor review the job description and, by mutual agreement, revise, update, or set new short- and long-range goals and objectives.

2. By September 1 of each year of the required evaluation, the manager and supervisor meet to agree upon the formation of an Evaluation Committee. The Evaluation Committee is composed of employees representing each category (management, faculty, and classified), the supervisor serves as committee chair. The manager will nominate three individuals from each category; from this list appointments are made by Chancellor/College President, Academic Senate, and CSEA respectively.

3. The Evaluation Committee seeks written feedback from campus and/or district community using a Board approved survey form. Feedback is solicited from applicable managers, faculty, classified staff, and any others who are in a position to know how effectively the manager is performing assigned responsibility. The manager provides a list of individuals with whom he/she interacts on a regular basis.

4. The manager completes a self-evaluation form and includes other materials he/she deems pertinent.

5. No later than November 15, the Evaluation Committee evaluates the survey responses and the self-evaluation materials and produces a written report that includes a summary of duties from the job description, list of goals and objectives, and assessment. The report will specify commendations for superior performance, satisfactory performance, or recommendation for improvement.

### **Analysis of Employee Performance Evaluation Process**

A properly implemented and monitored performance evaluation process is central to the implementation of a well-developed succession plan. The District's Strategic Plan articulates a concern for the loss of institutional knowledge as a result of the SERP. To address this concern the plan includes initiatives toward succession management; specifically, the retention and development of internal candidates for promotional and other vacancies. The

performance evaluation process falls within the scope of staff development and can be used to identify employees who should be targeted for promotional opportunities while at the same time exposing those employees whose performance falls below District standards.

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The 2010-2013 Long Range Staffing Plan states that, at the time of its drafting, a significant proportion of classified staff evaluations, and an even larger proportion of management evaluations, were over 60 days past due, and nearly half the evaluations of probationary classified employees were not submitted. The Human Resources Department is responsible for disseminating notices and monitoring the evaluation process for classified and management employees. HR stated that the progress of monitoring the evaluation process has been hindered by an insufficient information management tracking system, which consists basically of standalone Excel spreadsheets that are not structured for ease of analysis. Since the last 2010-2013 Staffing Plan, HR has been working with the IT department to secure an HRIS system; however, due to cost constraints it has not been feasible. While there appears to be a significant improvement in overdue evaluations for management, the situation of overdue evaluations continues to persist as indicated by below:

<b>PAST DUE EVALUATIONS (July 2013 to PRESENT)</b>				
<b>LOCATION</b>	<b>STAFFING CATEGORIES</b>			
	<b>CLASSIFIED</b>	<b>MANAGEMENT</b>	<b>FACULTY</b>	<b>TOTAL</b>
San Bernardino Valley College	26	1	0	27
Crafton Hills College	4	2	0	6
District Offices	2	0	NA	2
Annex	3	0	NA	3
Economic Development Training Center	0	1	NA	1
Police Department	0	0	NA	0
KVCR TV/FM	1	0	NA	1

**Table 10, Count of Past Due Evaluations of Permanent Classified Staff and Management from July 2013 to January 2014.**

*Source: SBCCD Human Resources Department*

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The CBT consultants carefully reviewed the current administrative processes for faculty, classified and management staff and found that the classified and faculty evaluation processes are common to many community college districts. The management staff is evaluated with a multisource rating process, some are commonly known as 360-Degree Feedback, again similar to most community colleges; although the SBCCD process appears to be much more

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cumbersome with the use of committee participation, rather than survey feedback. There may also be confusion in the implementation of the process as well as the tracking systems used.

The CBT consultants agree that the weaknesses in the implementation of the performance evaluation process fall within three categories: Process and Training, Tracking, and Accountability:

**Process and Training:** Human Resources, through the Planning and Review (Human Resources) document (p.10), has committed to “Update Human Resources Board Policies and Administrative Procedures.” The management and classified evaluation processes and procedures should be a priority for evaluation and updating; possibly in conjunction with the Tools Committee responsible for the development of evaluation materials. The management evaluation process should be a particular priority for review. Individuals most qualified to speak on the usability of the management performance evaluation process and tools are those responsible for the evaluation of staff. It may be necessary to investigate, through management interviews or surveys, to discover the true reasons behind the persistent tardiness by supervising managers. The interviews should reveal whether or not the process is too cumbersome, and/or for other reasons. The final evaluation procedures should be considered and reviewed through the Shared Governance procedure. Once the process is finalized, the Vice Chancellor of Human Resources must develop a training seminar for managers that explains and illustrates the purpose and importance of timely performance evaluations as well as details on how to conduct and process an effective evaluation.

**Tracking:** Human Resources staff states that the tracking system is not structured for ease of analysis and a new tracking system is not economically feasible. Under the current process HR is left with running reports from the EPICS system on to an excel spreadsheet. The reports are generated for classified employees (March) and management employees (August) each year. Email notices are sent to the respective supervisors.

The CBT consultants recommend the development of new of separate spread sheets for classified and management employees with data sources maintained by the HR generalist rather than relying on IT. The spreadsheet should be designed in a way that allows for sorting start date, due date, and other categories. HR should develop a monthly practice of reviewing pending due dates, as well as past due evaluations. The task of tracking and monitoring due, and past due, classified and management evaluations should be assigned to separate HR

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generalists. Separating the tasks would allow each generalist to devote more detailed attention to each group. HR stated that the evaluation process for faculty employees is monitored by their respective colleges; HR tracks only the completion of the process when it is reported. No data was available to determine if evaluations were completed in a timely manner. Since the District has indicated the importance of evaluation, particularly for staff development, HR should meet with academic administrators to ensure that the faculty evaluation process is being conducted for all faculty employees.

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**Accountability:** While a user-friendly efficient process, training, and monitoring strategies are important, managers must be held accountable for ensuring that their staff is properly evaluated. Without a system for accountability, given their busy schedules and workloads, it becomes easy to delay or ignore evaluations. The District must develop accountability measures, perhaps tying completion of staff evaluations as a performance dimension in the management evaluations and tying evaluations to contract renewals.

## Staffing Levels

### Historical Overview

As indicated in the following table, SBCCD's district-wide total FTE has steadily declined in all categories with the exception of classified administrators and classified support staff. The rise in the number of classified administrators has been dramatic over the past five years.

	Educ	Tenured/	Academic	Classified	Classified	Classified	Total
Year	Admin	Tenure	Temporary	Admin	Professional	Support	FTE
2012	31.4	239.2	184.4	61.0	35.0	310.2	861.2
2011	34.5	241.3	182.3	61.0	36.0	315.8	870.9
2010	34.2	252.8	203.9	33.4	48.0	326.1	898.4
2009	42.2	274.8	192.3	26.0	49.0	358.2	942.5
2008	58.9	275.9	193.5	22.0	16.5	379.7	946.5

**Table 11, Five Year FTE Count, District-wide**

Source: California Community College Chancellor's Office DataMart, Annual Statewide Staffing Reports

### Current Staffing Levels

SBCCD reported the following 2012-13 staffing levels (head count) to the California Community Colleges Chancellor's Office. Note that these district-wide figures are employee headcount which is different than the district-wide figures in the table above which calculates full-time equivalent employee (FTE).

Employee Category	Fall 2012 Employee Count	Fall 2012 Employee Count Percentage
Educational Administrator	31	2.73%
Academic, Tenured/Tenure Track	217	19.09%
Academic, Temporary	466	40.99%
Classified	423	37.20%
Total	1137	100%

**Table 12, Current Staffing Levels**

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, 2012-13.

While the 2012 data tells us the current size of staff, it does not give us a comparison of the size of staff to other similar sized districts or from one college compared to other similar sized colleges.

From the California Community Colleges Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall 2012, we compared the total FTE (size of staff in all categories) of SBCCD to similar sized districts in California, whether single or multi-campus districts. We took three districts just smaller and three districts just larger for our comparison. When sorted by the total FTE, SBCCD's size of staff ranked second largest among five of the six districts. One district's data reported to the Chancellor's Office was inaccurate and could not be used in the comparison.

District	Annual 2012-13 Total FTES	Educational Administrator	Tenured/Tenure	Academic Temporary	Classified Administrator	Classified Professional	Classified Support
Yosemite CCD	13320.87	35.0	298.3	151.1	49.5	17.1	378.2
San Bernardino CCD	13372.61	31.4	239.2	184.4	61.0	35.0	310.2
Southwestern CCD	14306.38	27.5	161.5	274.5	33.5	0.0	333.3
Chaffey CCD	13326.81	16.0	212.5	241.8	17.0	20.2	241.6
San Jose-Evergreen CCD	13445.49	25.0	219.9	212.8	18.0	10.5	256.7
Santa Clarita CCD	13917.39	51.5	203.5	189.2	29.3	12.3	226.3
Glendale CCD	13354.31	Inaccurate data					

**Table 13, Comparison of Staffing Levels in Similar Sized Districts**

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, 2012-13.

In addition to SBCCD ranking second largest in total FTE, it ranks third largest in educational administrators; second largest in tenured/tenure track faculty; largest in the number of classified administrators; and, third largest in the number of classified support staff.

While it is very important to know how SBCCD compares in staffing levels with other California community college districts of similar size, it is also important to know how the two individual colleges in the district compare to similar sized colleges in the system.

From the California Community Colleges Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall 2012, we compared the total FTE (size of staff in all categories) of San Bernardino Valley College to similar sized colleges in California. We took three colleges just smaller and three colleges just larger for our comparison. When sorted by the total FTE, Valley College's size of staff ranked third largest among the six colleges.

In addition to Valley College ranking third largest in total FTE, it ranks fourth largest in educational administrators; third largest in tenured/tenure track faculty; second largest in the

number of classified administrators; and, second largest in the number of classified support staff.

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College	Annual 2012-13 Total FTES	Educational Administrator	Tenured / Tenure	Academic Temporary	Classified Administrator	Classified Professional	Classified Support	T
Victor Valley	9196.39	12.0	161.8	200.1	1.0	18.5	171.3	56
Allan Hancock	9598.75	28.8	165.0	147.6	0.0	23.5	172.4	53
SB Valley	9412.13	17.2	164.4	131.7	17.0	16.0	175.9	52
Irvine	9082.84	12.0	142.8	141.1	14.3	2.3	155.9	46
Golden West	9624.88	18.0	144.9	101.7	17.0	0.0	170.2	45
Merced	9591.79	27.1	94.6	57.8	19.0	2.0	236.8	43
Chabot Hayward	9202.68	10.0	192.9	111.2	4.0	1.0	110.4	42

**Table 14, Comparison of Staffing Levels in Similar Sized Colleges, SB Valley College**

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, 2012-2013.

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From the same Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall 2012, we compared the total FTE (size of staff in all categories) of Crafton Hills College to similar sized colleges in California. We took three colleges just smaller and three colleges just larger for our comparison. When sorted by the total FTE, Crafton Hills College's size of staff also ranked third largest among the six colleges.

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In addition to Crafton Hills College ranking third largest in total FTE, it ranks second largest in educational administrators; third largest in tenured/tenure track faculty; second largest in the number of classified administrators; and, third largest in the number of classified support staff.

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College	Annual 2012-13 Total FTES	Educational Administrator	Tenured / Tenure	Academic Temporary	Classified Administrator	Classified Professional	Classified Support	T
Redwoods	4396.27	19.0	81.3	84.4	30.7	38.4	90.0	3
L.A. Southwest	3898.90	4.0	58.7	87.6	4.0	9.9	95.8	2
Crafton Hills	3960.39	9.2	74.8	52.6	8.0	9.0	76.9	2
Merritt	4119.64	5.0	79.3	46.2	0.0	14.0	47.1	1
Alameda	3954.97	6.0	60.0	48.1	0.0	9.0	39.2	1
Berkeley City (Vista)	4011.91	7.0	44.5	63.5	0.0	12.0	30.1	1
West Hills Lemoore	3248.06	8.0	40.1	43.0	0.0	5.9	36.7	1

**Table 15, Comparison of Staffing Levels in Similar Sized Colleges, Crafton Hills College**

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, 2012-2013.

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In general, both colleges are fairly highly staffed compared to colleges of similar size norms—a condition that will be important to the District to consider, particularly in light of its need to reduce expenditures.

The CBT consultants also looked at the comparison in staffing levels between the two colleges, Valley College and Crafton Hills College. While Valley College is more than twice (2.38 times) the size of Crafton Hills College, a comparison can be done if the size is equalized. The following table gives us that kind of information.

Crafton Hills College’s comparative numbers of staff in all categories (with the exception of academic temporary) are much higher than those of Valley College.

College	Annual 2012-13 Total FTES	Equalization	Educational Administrator	Tenured / Tenure	Academic Temporary	Classified Administrator	Classified Professional	Classified Support
SB Valley	9412.13		17.2	164.4	131.7	17.0	16.0	175.9
Crafton Hills	3960.39	2.38	21.9	178.0	125.2	19.0	21.4	183.0

**Table 16, Comparison of Staffing Levels in SB Valley and Crafton Hills Colleges, Equalization of Size**  
*Source: California Community College Chancellor’s Office DataMart, Faculty and Staff Demographics Report, 2012-2013.*

There are a number of separate departments/locations at SBCCD that warrant some examination with regard to current staffing levels. The first is the District Office operation itself. While SBCCD ranks fifth in the list of seven comparable districts in total FTE, it is significantly higher (ranking first) in the number of classified administrators compared to the other districts.

District Office	Annual 2012-13 Total FTES	Educational Administrator	Tenured / Tenure	Academic Temporary	Classified Administrator	Classified Professional	Classified Support
Yosemite CCD	13320.87	6.0	0.0	0.0	23.0	11.8	125.3
West Valley CCD	15,250.86	1.0	0.0	0.0	10.0	19.0	97.0
West Hills CCD	5,309.14	27.7	0.0	0.0	0.0	27.6	62.8
Chabot-Las Positas CCD	15,413.12	1.0	0.0	0.0	14.0	0.0	99.8
San Bernardino CCD	13372.61	5.0	0.0	0.1	36.0	10.0	57.4
San Jose CCD	13445.49	4.0	0.0	0.0	9.0	5.0	53.9
Yuba CCD	5,557.19	7.0	0.0	0.0	7.0	0.0	37.3

**Table 17, Comparison of Staffing Levels of District Office in Similar Sized Multi-campus Districts**  
*Source: California Community College Chancellor’s Office DataMart, Faculty and Staff Demographics Report, 2012-2013.*

The second department(s) to be examined is the District’s Annex which houses its Information Technology and Reprographics Departments. Using the same similar sized multi-

campus districts as in the table above, the employee headcount at SBCCD is not at all out of line in comparison to the selected districts as indicated in the following table.

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District	Annual 2012-13 Total FTES	Information Technology	Reprographics	Total Headcount
West Valley CCD	15834.07	39	2	41
Yosemite CCD	13320.87	33	4	37
Chabot-Las Positas CCD	15529.83	25	1	26
San Jose-Evergreen CCD	13445.49	22	3	25
San Bernardino CCD	13372.61	19	6	25
Yuba CCD	5661.88	15	2	17
West Hills CCD	5611.31	10	1	11

**Table 18, Comparison of Staffing Levels of IT and Reprographics in Similar Sized Multi-campus Districts**

*Source: 2013 Staff Directory and/or District Websites*

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The third department reviewed is the District’s Police Department. Because districts have peace officers, security guards (or both), and/or contract with city police departments, it is much more difficult to make a logical comparison of headcount. The CBT consultants are not comfortable making an evaluation of a headcount comparison among these districts. The following table is presented for information only.

District	Annual 2012-13 FTES	Police/Security Headcount
Chabot-Las Positas CCD	15529.83	unknown
West Hills CCD	5,611.31	unknown
San Bernardino CCD	13372.61	19
San Jose-Evergreen CCD	13445.49	16
West Valley CCD	15834.07	9
Yuba CCD	5,661.88	6
Yosemite CCD	13320.87	1

**Table 19, Comparison of Staffing Levels of Police/Security in Similar Sized Multi-campus Districts**

*Source: 2013 Staff Directory and/or District Websites*

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The fourth department examined is the District’s Economic Development and Corporate Training department. Using the same similar sized multi-campus districts as in the tables above, this too is data that is too incomplete to make a logical evaluation of its meaning. The table is presented here for information only.

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	Total FTES	Staff
San Jose-Evergreen CCD	13445.49	11
San Bernardino CCD	13372.61	9
Yosemite CCD	13320.87	9
Chabot-Las Positas CCD	15529.83	5
West Hills CCD	5,611.31	0
West Valley CCD	15834.07	0
Yuba CCD	5,661.88	0

**Table 20, Comparison of Staffing Levels of Econ Develop/Corp Training in Similar Sized Multi-campus Districts**  
 Source: 2013 Staff Directory and/or District Websites

The fifth and last department reviewed is the District’s public broadcasting system (KVCR). Discovering which community colleges have a similar program to that of SBCCD’s KVCR was not an easy task. Once the colleges were determined, checking each website revealed that many of them are currently non-operational, are used only for instructor support, or are dedicated to a specific instructional program.

Community College	Name of Broadcast	County/City	Use
Peralta College	Peralta TV	Alameda Co; Oakland	active
DeAnza College	Educational Access CCN1	Cupertino	primarily distance learning
Chabot College	Instructional TV Channel 27	Hayward	active
Irvine Valley College	IVCTV-33	Irvine	website non-functional
Saddleback College	Educational Access	Mission Viejo	website non-functional
Butte College	BCTV	Oroville	website non-functional
Oxnard College	OCTV	Oxnard	non-operational for two years
Riverside College	Educational Cable TV	Riverside	used for Applied Technology instructional program
Los Rios College	Interactive TV	Sacramento	interactive television - Distance Education
College of San Francisco	Educational Access TV (EATV)	San Francisco	Distance Education and Media Arts instructional pro
Palomar College	PCTV	San Marcos	programming not listed since 2010
Sacramento College	Instructional Media Center	Santa Ana	website non-functional
El Camino College	Media Services Channel 8	Torrance	used for media services for staff

**Table 21, Broadcasting Systems in California Community Colleges**  
 Source: 2013 Staff Directory and/or District Websites

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Of the two broadcasting systems listed above as active—and seem to be a closer comparison to KVCR at SBCCD—the staffing levels are considerably lower than that of KVCR at SBCCD. Most of the 22 employees who work in the SBCCD KVCR department are full-time and

1170 fully financially supported by the District. In addition, KVCR employs another 25 “professional  
1171 expert” employees also supported by District funds.

1172 In comparison, Chabot Instructional TV, Channel 27, has only one full-time employee and  
1173 four part-time employees. Peralta TV employs five full-time employees.

### 1174 **Ideal Staffing Levels**

1175 To some, the definition of ideal staffing levels is the luxury of having as many employees as  
1176 division heads might request. That would be the best of all worlds if one did not need to be  
1177 concerned with budget limitations. SBCCD needs to be concerned about budget. The ideal  
1178 staffing levels may mean a small but efficient staffing configuration that not only is within  
1179 budget but reflects progress toward decreasing the annual salary and benefit expenditures.

1180 Determining what might be ideal staffing levels for each of the following components of the San  
1181 Bernardino Community College District (District Office, Crafton Hills College, San Bernardino  
1182 Valley College, Economic Development and Corporate Training, KVCR, police department, and  
1183 District Annex) depends largely on an evaluation of current staffing levels and whether or not  
1184 they appear to be ideal or less than ideal.

1185 We have seen SBCCD’s current level of staffing in the previous tables, as well as how those  
1186 staffing levels compare in a number of different ways. It appears that the District in general  
1187 is on the high side of staffing levels. This may be due to the higher staffing levels in both  
1188 colleges, especially Crafton Hills College. This condition does not reflect “ideal staffing  
1189 levels,” particularly in light of recommendations outlined in the Hill and Brandy report.

1190 We note in the following tables that SBCCD has a significant number of employees who have  
1191 served the District for 20 plus years. Those employees may be nearing retirement as we will see  
1192 in next set of tables describing the age ranges of employees. We do not see those same  
1193 significant numbers within the four departments also reviewed; i.e. KVCR, Annex, Police  
1194 Department, and the Economic Development Training Center.

LENGTH OF SERVICE	SAN BERNARDINO VALLEY COLLEGE			CRAFTON HILLS COLLEGE			DISTRICT OFFICE			CONFIDENTIAL		
	FACULTY	CLASSIFIED	MA	FACULTY	CLASSIFIED	MA	FACULTY	CLASSIFIED	MA	DISTRICT	SBVC	CHC
UNDER 5 YEARS	16	28	3	8	11	6		1	4	4		
5 - 10 YEARS	27	47	3	11	31	4		5	0	1		
10 - 15 YEARS	26	39	3	16	20	5		4	2		1	
15 - 20 YEARS	42	27	5	12	13	2		2	0			
20+ YEARS	32	39	13	24	16	3		4	1			
TOTALS										2		1

**Table 22, Employee Length of Service, District and Colleges, as of July 1, 2013**

Source: SBCCD Human Resources Department

LENGTH OF SERVICE	KVCR TV/FM			ANNEX			POLICE DEPARTMENT			ECONOMIC DEVELOPMENT TRAINING CENTER	
	FACULTY	CLASSIFIED	MA	FACULTY	CLASSIFIED	MA	FACULTY	CLASSIFIED	MA	FACULTY	CLASSIFIED
UNDER 5 YEARS		4	2		11	3		5	1		
5 - 10 YEARS		5			5			4	2		
10 - 15 YEARS		3	1		3	2					2
15 - 20 YEARS		3			2			1			
20+ YEARS		3			4						
TOTALS		18	3		25	5		10	3		2

**Table 23, Employee Length of Service, Other District Departments, as of July 1, 2013**

Source: SBCCD Human Resources Department

When reviewing the ages of staff as of Fall 2012, SBCCD might expect to see retirements of 25% of its educational administrators, 23% of its full-time faculty, and 29% of its classified support staff within the next three to seven years. The District might consider running the calculations again (normally done at no expense) to check whether or not another retirement incentive program might be feasible.

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			Fall 2010 Employee Employee Count	Fall 2010 Employee Employee Count (%)	Fall 2011 Employee Employee Count	Fall 2011 Employee Employee Count (%)	Fall 2012 Employee Employee Count	Fall 2012 Employee Employee Count (%)
<b>San Bernardino CCD Total</b>			1,185	100.00%	1,136	100.00%	1,137	100.00%
<b>Educational Administrator</b>			34	2.87%	34	2.99%	31	2.73%
	60 to 64		3	8.82%	4	11.76%	6	19.35%
	65 to 69		1	2.94%	1	2.94%	2	6.45%
	70+		1	2.94%	1	2.94%		0.00%
<b>TOTALS</b>			<b>5</b>	<b>14.71%</b>	<b>6</b>	<b>17.65%</b>	<b>8</b>	<b>25.81%</b>
<b>Academic, Tenured/Tenure Track</b>			222	18.73%	217	19.10%	217	19.09%
	60 to 64		31	13.96%	29	13.36%	29	13.36%
	65 to 69		15	6.76%	15	6.91%	17	7.83%
	70+		3	1.35%	5	2.30%	5	2.30%
<b>TOTALS</b>			<b>49</b>	<b>22.07%</b>	<b>49</b>	<b>22.58%</b>	<b>51</b>	<b>23.50%</b>
<b>Classified</b>			425	35.86%	433	38.12%	423	37.20%
	55 to 59		49	11.53%	56	12.93%	66	15.60%
	60 to 64		27	6.35%	33	7.62%	41	9.69%
	65 to 69		12	2.82%	14	3.23%	9	2.13%
	70+		5	1.18%	7	1.62%	9	2.13%
<b>TOTALS</b>			<b>93</b>	<b>21.88%</b>	<b>110</b>	<b>25.40%</b>	<b>125</b>	<b>29.55%</b>

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**Table 24, Employee Age 2010-2012, District-wide**

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report

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		Fall 2010 Employee Employee Count	Fall 2010 Employee Employee Count (%)	Fall 2011 Employee Employee Count	Fall 2011 Employee Employee Count (%)	Fall 2012 Employee Employee Count	Fall 2012 Employee Employee Count (%)
<b>Crafton Hills</b>		315	29.44%	327	31.93%	308	29.99%
<b>Educational Administrator</b>		10	3.17%	11	3.36%	9	2.92%
	60 to 64		0.00%		0.00%		0.00%
	65 to 69		0.00%		0.00%		0.00%
<b>TOTALS</b>		<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>
<b>Academic, Tenured/Tenure Track</b>		68	21.59%	66	20.18%	69	22.40%
	60 to 64	7	10.29%	7	10.61%	10	14.49%
	65 to 69	4	5.88%	5	7.58%	6	8.70%
	70+	2	2.94%	3	4.55%	2	2.90%
<b>TOTALS</b>		<b>13</b>	<b>19.12%</b>	<b>15</b>	<b>22.73%</b>	<b>18</b>	<b>26.09%</b>
<b>Classified</b>		97	30.79%	107	32.72%	100	32.47%
	55 to 59	11	11.34%	13	12.15%	11	11.00%
	60 to 64	4	4.12%	7	6.54%	10	10.00%
	65 to 69	4	4.12%	3	2.80%	1	1.00%
	70+	1	1.03%	2	1.87%	2	2.00%
<b>TOTALS</b>		<b>20</b>	<b>20.62%</b>	<b>25</b>	<b>23.36%</b>	<b>24</b>	<b>24.0%</b>

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**Table 25, Employee Age 2010-2012, Crafton Hills College**

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report

Within the next three to seven years, Crafton Hills College may expect to lose from retirement 26% of its full-time faculty and 24% of its classified support staff.

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		Fall 2010 Employee Count	Fall 2010 Employee Count (%)	Fall 2011 Employee Count	Fall 2011 Employee Count (%)	Fall 2012 Employee Count	Fall 2012 Employee Count (%)
<b>San Bernardino Valley</b>		755	70.56%	697	68.07%	719	70.01%
<b>Educational Administrator</b>		18	2.38%	18	2.58%	17	2.36%
	60 to 64	3	16.67%	4	22.22%	5	29.41%
	65 to 69	1	5.56%	1	5.56%	2	11.76%
	70+	1	5.56%	1	5.56%		0.00%
	<b>TOTALS</b>	<b>5</b>	<b>27.78%</b>	<b>6</b>	<b>33.33%</b>	<b>7</b>	<b>41.18%</b>
<b>Academic, Tenured/Tenure Track</b>		154	20.40%	151	21.66%	148	20.58%
	60 to 64	24	15.58%	22	14.57%	19	12.84%
	65 to 69	11	7.14%	10	6.62%	11	7.43%
	70+	1	0.65%	2	1.32%	3	2.03%
	<b>TOTALS</b>	<b>36</b>	<b>23.38%</b>	<b>34</b>	<b>22.52%</b>	<b>33</b>	<b>22.30%</b>
<b>Classified</b>		219	29.01%	219	31.42%	218	30.32%
	55 to 59	28	12.79%	33	15.07%	36	16.51%
	60 to 64	16	7.31%	16	7.31%	18	8.26%
	65 to 69	6	2.74%	8	3.65%	6	2.75%
	70+	2	0.91%	3	1.37%	5	2.29%
	<b>TOTALS</b>	<b>52</b>	<b>23.74%</b>	<b>60</b>	<b>27.40%</b>	<b>65</b>	<b>29.82%</b>

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**Table 26, Employee Age 2010-2012, San Bernardino Valley College**

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report

Within the next three to seven years, San Bernardino Valley College may expect to lose from retirement 41% of its educational administrators, 22% of its full-time faculty, and 30% of its classified support staff.

The District has made some progress in filling the hiring priorities found in the 2010-2013 Long-Range Staffing Plan. It is the suggestion of the CBT Consultants that the District institute a modified hiring freeze for the purpose of fully evaluating the need for each of these unfilled positions in light of the recommendations found in this report.

The following table presents the District's progress to date in filling the recommended positions from its 2010-2013 staffing plan.

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<b>San Bernardino Valley College</b>	
<b>2010-2011 Hiring Priorities</b>	
Administrative Assistant II	Filled 11-2010
Administrative Coordinator	Filled 12-2010
Director, Child Development Center	Filled 110-2010
Food Service Worker (CDC)	
Instructor, Nursing	Filled 8-2010
Library Media Clerk	Filled 4-2013
Secretary II, Financial Aid	
Faculty (4)	
Computer Technician	
Alumni Coordinator	
Evening/Weekend Supervisor	
<b>Current Priorities</b>	
Director, Library & Learning Support Services	In Progress
Custodian (3)	
Director, Development & Community Relations	In Progress
Instructor, PE/Assistant Football Coach	
Secretary I (Instruction Office)	
Secretary I (Math-HIS STEM PASS GO)	
Lab Technician, Microbiology	
Director, Financial Aid	In Progress
Maintenance Technician-Plumber	In Progress
DSPS Coordinator	In Progress
Lead Grounds Caretaker	Filled
Admission & Records Specialist	
<b>Crafton Hills College</b>	
<b>2010-2011 Hiring Priorities</b>	
Custodian (2)	Filled 1-6-2013
Lab Technician, Physics/Astronomy	
Lab Technician, Biology	In Progress
CIS Instructor	Filled 1-2011
Biology Instructor	Filled 8-2010
Lab Technician, Science/Geology	
Lab Technician, EMS	
Fire Operations Officer	Filled as Professional Expert

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Lab Technician, Music	
Music Instructor	
Library Technician	
Tutors	Filled as Short-Term Hourly
Math Instructor	
FYE Instructor	
Reading Instructor	Filled 2012
ASI Instructor	
Speech Instructor	
Counselor-Adjunct (EOPS & Matriculation)	
Nurse-Adjunct	
Facility Director	
Pool Maintenance Technician	Filled 9-2010
Grounds Worker	
<b>Current Priorities</b>	
Account Clerk I (CBO)	In Progress
Administrative Secretary	In Progress
Child Development Assistant (Part-time)	In Progress
DSPS Coordinator	In Progress
Counselor (General)	In Progress
Lab Technician-Biology	In Progress
Lab Technician-EMS	
Library Technical Assistant II	
Lab Technician-Physics	In Progress
Research Data Specialist	
Secretary II - EMS	
Secretary I - Instruction	
Senior Student Services Technician-Transfer Center	
Warehouse Operations Worker	In Progress
<b>District Offices</b>	
<b>2010-2011 Priorities</b>	
Administrative Assistant II	Filled 9-2010
Assistant Director, Applied Technology Training Center	Filled 9-2010
College Police Officer (4)	Filled 1,3,-2011
College Security Officer (2)	Filled 2,7-2010 & 8-2013
Police Dispatch Clerk	Filled 10-2013

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Director, Internal Audits	Filled 7-2010
Green Workforce Data Technician	Filled
Logistics Technology Manager	Filled 10-2010
Producer Director TV	Filled 8-2010
Program Manager, Radio	Filled 8-2011
Web Developer	
Distributed Education System Administrator	Cancelled
Project Manager (DCS)	Cancelled
Documentation Specialist	Cancelled
Information Security Coordinator	Cancelled
Help Desk Manager	
Clerical	
Manager Environmental Scanning Services	Filled 7-210
Manager, Career Technical Education (CTE) Collaborative	Filled 6-2010
Logistics Technology Grant Coordinator	
Human Resources Director	Cancelled
Risk Manager	Cancelled
Chancellor	Filled 7-2010
<b>Current Priorities</b>	
Payroll Accountant	In Progress
Vice Chancellor, Business & Fiscal Services	
Human Resources Director	
Vice Chancellor, Human Resources & Employee Relations	
<b>Technology and Educational Support Services</b>	
Instructional Technology Specialist	In Progress
Project Analyst (ATPC)	In Progress
Senior Technology Support Specialist	
Systems Analyst	
<b>Economic Development &amp; Corporate Training</b>	
Administrative Assistant I	In Progress
<b>Police Department</b>	
College Police Officer (3)	In Progress
College Security Officer (5)	In Progress

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**Table 27, Hiring Priorities 2010-1013**  
Source: SBCCD 2010-2013 Long Range Staffing Plan

## Fulltime Faculty Obligation

As a part of Section 70 of AB1725, legislation enacted in 1989, districts are mandated to progress toward the goal of 75/25--that is, 75% of credit instruction will be taught by full-time faculty. Each year, the California Community Colleges Chancellor's Office notifies each district of the number of full-time faculty to be hired that year in an effort to progress toward that goal. If a district does not meet its Faculty Obligation Number (FON), a financial penalty is levied against the district.

In the District's 2013-14 Final Budget (Strategic Directive 2: Learning Center Institution for Student Access, Retention, and Success), the District commits to "develop and implement a District Staffing Plan that includes targets for improvement of full-time/part-time faculty ratios."

A district might meet its FON yet still be far below the goal of 75/25. That is the case with SBCCD. The following table indicates that SBCCD's full-time/part-time faculty ratio has continued to move farther away from the goal of 75/25 goal over the past five years rather than closer. The District's ratio was 52.92/54.94% for the 2012 fiscal year. That is, only 52.92% of its credit instruction was taught by full-time faculty.

	Fiscal Year 2012	Fiscal Year 2011	Fiscal Year 2010	Fiscal Year 2009	Fiscal Year 2008
Total Full-time Equivalent Faculty (FTEF) attributable to instructional and non-instructional full-time faculty based on CCR Title 5 sections 53302, 53309 and 53320 for	213.90	212.73	218.95	240.03	258.00
Total FTEF attributable to instructional and non-instructional part-time faculty based on CCR Title 5 section 53301.	190.33	174.45	211.26	196.49	197.19
Total FTEF for full-time faculty and part-time faculty (line 1 plus line 2)	404.23	387.18	430.21	436.52	455.19
Percentage of FTEF attributable to full-time faculty (line 1/line 3)	52.92%	54.94%	50.89%	54.99%	56.68%
Full-time/Part-time Faculty Ratio	52.92/54.94%	54.94/50.89%	50.89/54.99%	54.99/56.68%	56.68/43.32%

**Table 28, Full-time Faculty Obligation Compliance, Last 5 Years**

Source: California Community College Chancellor's Office DataMart, Fiscal Services Department Report

It is assumed that the SBCCD's full-time faculty numbers have been reduced as a result of the SERPs implemented over the past several years. It is a cost savings not to fill those vacant positions with full-time staff but rather with part-time staff. That is the point of a SERP. As long as SBCCD meets its annual FON, it can continue to realize some cost savings by this method. However, the increase in credit courses taught by adjunct faculty has severely hampered the District's progress toward a healthy full-time/part-time faculty ratio.

A closer analysis of the full-time faculty numbers at each college is important in light of the comparison referenced in the Hill and Brandy Budget Report. Their analysis also found that Crafton Hills College had a considerably higher percentage of full-time faculty compared to that of San Bernardino Valley College.

If the District wishes to start progressing toward a more acceptable full-time/part-time faculty ratio, it must begin to decrease the number of credit courses taught by adjunct faculty. This should be a District priority.

There are only a few ways to increase the District's full-time/part-time ratio, if the District so desires:

1. Increase the number of full-time faculty: hire more full-time faculty
2. Decrease the number of part-time faculty: either cut courses or ask full-time faculty to teach more overload
3. Waive the cap on full-time overload: SBCCD's current limit is 7 units per semester

The 75/25 Full-time Faculty Ratio calculations include the following components:

1. Full-time faculty overload is excluded from the calculation.
2. Full-time faculty sabbatical is included in the full-time portion and part-time replacements are excluded from the part-time portion.

3. Full-time faculty reassigned time is included in the full-time portion and part-time replacements are excluded from the part-time portion.

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4. Full-time faculty unpaid leave is included in the full-time portion and part-time replacements are excluded from the part-time portion.

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5. State has added non-instructional counselors and librarian positions to the 75/25 calculation

## Resource Allocation

1385 Resource allocation is important here as it relates to tracking position vacancies,  
1386 authorization to fill, funding, recruitment and hiring. The following is an explanation of the  
1387 process for position control which has been determined to be less than efficient or accurate by  
1388 CBT consultants Hill and Brandy in their recent report, “Resource Allocation and Utilization:  
1389 Review, Analysis and Recommendations.”

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1391  
1392 *“Position control means that each funded position within the District is tightly controlled by the*  
1393 *assignment of a unique position number. That number is assigned to existing positions and to*  
1394 *new positions when they are approved through the budget process. The number remains with*  
1395 *the position and is used by payroll, the budgeting office and human resources to track every*  
1396 *position. We found the position control within SBCCD to be weak, as evidenced by comments*  
1397 *made during our site visit with each administrative group. This is a serious problem on many*  
1398 *levels, but the impact on this project meant that we could not obtain reliable position distribution*  
1399 *for the entities to assist us in our expense analysis. This problem is complex to remedy but we*  
1400 *urge SBCCD to give it proper attention so that portion of the budget is under tight control.”*

1401  
1402  
1403 A less than efficient or inaccurate position control system has a significant negative impact  
1404 on budgeting processes and impedes the ability to track positions that are filled or vacant,  
1405 their location, and cost savings due to the time the position sits vacant.

1406  
1407  
1408 Comments from human resources implied a lack of information from the budget department in  
1409 assigning appropriate numbers to new position requests. Apparently, there are also duplicate  
1410 positions listed in the budget which renders position control useless and distorts the accuracy  
1411 of the budget itself.

1412  
1413  
1414 The Hill and Brandy report also states that budget data, *“particularly related to salary accounts,*  
1415 *is cumbersome and untimely.”* The expenditure information is not available online to  
1416 departments and college personnel in order for them to better manage their operations.

1417  
1418  
1419 Efforts toward strengthening the position control system will significantly improve some of the  
1420 budget issues, as well as provide the District and the colleges with a truer picture of

staffing levels. Future staffing planning depends heavily upon a remedy for the deficiencies in the current position control system. In addition, the ability for management staff to view online their individual budgets, including salary accounts, will give staff an added tool to stay within budget, particularly as it relates to staffing.

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## Staffing Issues

1423 As an introduction to the District, the CBT consultants Drs. Malone and Carlock joined  
1424 the two CBT consultants Brandy and Hill at two meetings on November 4, 2013. Subsequent  
1425 face to face meetings were to be scheduled with representative staff; however, those proved  
1426 too difficult for the HR staff to arrange. Instead, the District agreed that the CBT consultants  
1427 could communicate with staff via email and a survey for the purpose of soliciting staff  
1428 impressions and opinion regarding the topics of this report.

1429  
1430 On February 26, 2014, the email was distributed to 34 staff members selected by the District.  
1431 The email explained the staffing plan project and some early observations. Staff was  
1432 requested to follow a live link to a SurveyMonkey survey with two questions asking staff to  
1433 identify their employee category and to identify their work location. The survey was  
1434 anonymous and did not ask staff to identify themselves by name. Sixteen open-ended  
1435 questions were included to solicit free flowing ideas. The survey was closed to responses at the  
1436 end of the day on March 12, 2014. It appears that faculty shared the live link with additional  
1437 faculty—which is a positive for the District. Fifty-one managers, faculty, and staff completed  
1438 the survey. The CBT Consultants recognize that the majority of the responses are from faculty.  
1439 Staff were also able to give multiple responses to each question.

1440  
1441  
1442 We wish to thank staff for their participation and their candor. The perceptions and opinions of  
1443 staff put our work in perspective and brought to the sterile data the dimension of humanity. It  
1444 reminds us that an institution is not all about numbers, money, data, and rules but also about  
1445 people working for the good of education. Staff members at the San Bernardino Community  
1446 College District appear to be hardworking, dedicated, and caring. They are also individuals who  
1447 are passionate about what they do and concerned about correcting what they see to be the  
1448 weaknesses in the system in which they work. We thank you for your helpfulness and are  
1449 grateful for the opportunity to hear your voice.

1450  
1451 This narrative speaks only to the 3-5 most mentioned responses. The table below provides a  
1452 list of all responses. We trust that we have summarized staff comments accurately for their  
1453 intended meaning.

## Recruitment and Selection

1454 When questioned about why the District has so many interim management  
1455 assignments, the most frequently stated responses were (1) pay is substantially lower than in  
1456 other comparable districts, (2) top leadership not high performance, dysfunctional, no  
1457 oversight, difficulty making decisions, dictator-like style, lacks organization, (3) the hiring  
1458 process is too bureaucratic, there is a poor job of vetting candidates, too many search failures,  
1459 takes too long, poor retention, (4) toxic atmosphere, unhealthy professional environment, San  
1460 Bernardino is not a desirable place to live, low morale and (5) chaotic, ineffective, and short-  
1461 staffed Human Resources Department.

1462  
1463 When questioned about whether the District evaluates each position to decide if the position  
1464 can be combined with another, the most frequently stated responses were (1) I don't know,  
1465 (2) Yes, they do/sometimes they do, and (3) no they do not. .

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1468 When questioned about whether or not morale/confidence in the District is high or low and if  
1469 the District is or has taken steps to improve it, the most frequently stated responses were (1) it  
1470 is low/very low District-wide, (2) it is low/very low at Valley College, and (3) it is good/high at  
1471 Crafton Hills College. Some of the reasons for the level of morale/confidence most  
1472 frequently stated were (1) leadership is not interested in morale, lack of confidence in the  
1473 administration, no leadership, lack of vision, inconsistency, chaos, administration out of touch,  
1474 (2) staff needs more pay, and (3) there have been no steps taken to improve  
1475 morale/confidence.

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1478 When questioned about why recruitments for certain positions have failed, the most  
1479 frequently stated responses were (1) low pay, (2) SBCCD is a difficult place to work, poor  
1480 reputation, mediocre, no trust in faculty, (3) recruitment not broad enough, recruitment is  
1481 weak, short timeframe, interviews too restricted, (4) I don't know, and (5) limited applicant  
1482 pools, unqualified local candidates.

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1484  
1485 When questioned about how the District can go about correcting the disparity between the  
1486 number of Hispanic students and the number of Hispanic faculty and staff, the most frequently  
1487 stated responses were (1) hire more Hispanic staff from the qualified pool of applicants, but not  
1488 exclusively, (2) advertise in targeted markets, and (3) I don't know.

## Performance Evaluation Processes

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1491 When questioned about whether or not there are consequences when managers/supervisors'  
1492 evaluations are late, the most frequently stated responses were (1) No, and (2) I don't know.  
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1495 When questioned about whether appropriate reminders are sent for late evaluations, the  
1496 responses of (1) I don't know, and (2) No were about equally stated. Many fewer staff said (3)  
1497 Yes.  
1498  
1499  
1500 When questioned about whether the District provides training opportunities regarding  
1501 performance evaluations, the responses of (1) I don't know, and (2) No were closely stated.  
1502 Many fewer staff said (3) Yes.  
1503  
1504  
1505 When questioned about whether the evaluation process for managers is appropriate or too  
1506 cumbersome or just right, the most frequently stated responses were (1) I don't know, (2) well  
1507 done and appropriate, (3) the process lacks depth, and (4) the process seems to be  
1508 inconsistently applied, favoritism.  
1509  
1510  
1511 When questioned about why managers/supervisors are late in completing their  
1512 evaluations, the most frequently stated responses were (1) I don't know, (2) managers are  
1513 overworked, and (3) there are no consequences for being late.  
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## Staffing Levels

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1519 When questioned about whether staff believes that staffing levels are too high or too low in  
1520 areas, the most frequently stated responses were (1) there are too many managers in the  
1521 District, (2) there are too few fulltime faculty in the District, (3) there are too many classified  
1522 staff in the District, (4) there are too few staff in the Human Resources Department, and (5)  
1523 there are too few classified staff in the District.

1524 When questioned about why the District is not progressing toward the goal of 75/25,  
1525 the most frequently stated responses were (1) it is less expensive to use adjuncts, (2) it's all  
1526 about money, (3) add more fulltime faculty, and (4) I don't know.

1527 When questioned about whether or not staff would participate in another early retirement  
1528 incentive program, the most frequently stated responses were slightly higher for Yes than for  
1529 No.

1530 When questioned about whether or not the District's KVCR public broadcasting program is  
1531 contributing to the District and whether it is involved in the instructional program, the most  
1532 frequently stated responses were (1) the program is not fully involved in the instructional  
1533 program, (2) I don't know, (3) it is a great public broadcasting station, an asset, a treasure, a  
1534 service to the community, worth supporting, has tremendous benefit, and (4) it has a negative  
1535 impact by taking money away from the classroom.

1536 When questioned about how staff feel regarding how the District makes its decision about  
1537 how many and which positions to fill, the most frequently stated responses were (1) I don't  
1538 know, (2) the process is not transparent; no explanations, (3) the process sounds arbitrary,  
1539 and (4) money is number one.  
1540

## Observations

- 1541 1. Over the past two years, the District has experienced twenty-nine failed recruitments at  
1542 an estimated cost of \$218,000.  
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- 1545 2. Valley College has an extra-ordinary number of interim appointments among its  
1546 management ranks.  
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- 1549 3. The annual salary of the College President position is low when compared to the same  
1550 position at similar-sized California community colleges in multi-campus districts.  
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- 1553 4. The annual salary of the Vice Chancellor Fiscal Services position is low when compared to  
1554 the same position at similar-sized California community college multi-campus districts.  
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- 1557 5. Staffing of the Human Resources Department appears to be too low to efficiently handle its  
1558 wide variety of responsibilities.  
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- 1561 6. There are a number of past-due evaluations throughout the District; however, the  
1562 number is particularly high at Valley College.  
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- 1565 7. The tracking and monitoring system used by the District for performance evaluations  
1566 appears to be inadequate.  
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- 1569 8. The consequences for managers/supervisors who do not complete performance  
1570 evaluations are unclear.  
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- 1573 9. Since 2008, the number of District employees in most categories (educational  
1574 administrators, tenured faculty, adjunct faculty, and classified support staff) has consistently  
1575 decreased. However, the numbers of employees in the categories of classified administrator  
1576 (tripled) and classified professional (doubled) has dramatically increased over the same  
1577 period of time.

- 1578 10. When comparing the number of total FTE (full-time equivalent) employees at San  
1579 Bernardino Valley College to California community colleges of similar size, it ranks higher  
1580 than average to those six comparison districts and it ranks highest in classified support  
1581 staff.
- 1582 11. When comparing the number of total FTE (full-time equivalent) employees at Crafton  
1583 Hills College to California community colleges of similar size, it ranks higher than average to  
1584 those six comparison districts.
- 1585  
1586  
1587 12. San Bernardino Valley College is 2.38 times larger than Crafton Hills College (using FTES  
1588 size). If Crafton Hills' FTE numbers were equalized to that of San Bernardino Valley College, its  
1589 total FTE is higher than that of Valley College, higher in classified support staff, higher in  
1590 classified professional staff, higher in classified administrators, higher in tenured/tenure track  
1591 faculty, and higher in educational administrators.
- 1592  
1593  
1594 13. When compared to other District Offices of similar-sized California community college  
1595 districts, SBCCD's total FTE at its District Office ranks near the bottom of the comparison  
1596 districts in all employee categories with the exception of classified administrator where it ranks  
1597 highest.
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1600 14. While complete information is limited, the SBCCD's number of employees in its police  
1601 department shows it ranks highest in employee numbers.
- 1602  
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1604 15. SBCCD's number of employees in its Economic Development/Corporate Training  
1605 department ranks in the mid-point among its comparison group.
- 1606  
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1608 16. Information on numbers of employees in comparison district's TV broadcasting  
1609 programs across the state is limited.
- 1610  
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1612 17. SBCCD might expect to see retirements of 25% of its educational administrators, 23% of its  
1613 full-time faculty, and 29% of its classified support staff within the next three to seven years.

18. Crafton Hills College might expect to lose from retirement 26% of its full-time faculty and 24% of its classified support staff within the next three to seven years.

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19. San Bernardino Valley College might expect to lose from retirement 41% of its educational administrators, 22% of its full-time faculty, and 30% of its classified support staff.

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20. The ethnic diversity of SBCCD's student population is not reflected in its faculty and staff; there is a significant disparity in its ethnic category of Hispanic faculty and staff compared to its Hispanic students.

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21. While SBCCD has met its statewide Fulltime Faculty Obligation Number (FON), its fulltime/part-time faculty ratio has consistently degraded since 2008. The current FT/PT ratio is currently 52.92/54.94%.

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22. The District's position control system is unreliable thus affecting the accuracy of the budget, the ability to track filled and vacant positions, and the ability to project budget and staffing for the future.

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## Recommendations

1632 The following are recommendations for the District to consider in its effort to re-align its  
1633 staffing levels over the next three years while progressing toward a more balanced budget.  
1634 Recommendations are provided for the District’s recruitment and selection efforts and the  
1635 performance evaluation systems which also impact staffing levels by ensuring the availability of  
1636 sufficient pools of prospective employees for recruitment and the selection of quality  
1637 candidates and by identifying high achieving employees while exposing employees whose  
1638 performance falls below District standards.

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1641 The District will note that several of the recommendations below are in agreement and/or  
1642 compliment the recommendations set forth in the “Resource Allocation and Utilization: Review,  
1643 Analysis, and Recommendations” report completed in January 2014 by Mike Hill and Mike  
1644 Brandy, CBT Consultants.

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1647 The CBT Consultants recognize that there may be recommendations here that require  
1648 negotiating with an appropriate collective bargaining unit.

### 1649 **Recruitment and Selection**

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- 1653 1. Consider immediately initiating recruitment procedures for the position of Vice  
1654 Chancellor of Human Resources and consider including one or two sitting community  
1655 college chief human resources officers in an advisory capacity to the selection committee.  
1656 This is a priority.
  - 1657 2. Consider immediately initiating recruitment procedures for Director of Human  
1658 Resources.
  - 1659 3. Consider initiating an organizational climate survey to determine strategies the District  
1660 can institute to improve the organizational culture and build employee confidence.  
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1665 4. Consider developing a strategy or plan for expanding recruitments that initially fail  
1666 or have insufficient applicant pools; establish a process to examine why  
1667 recruitments fail.

1668 5. Consider organizing a collaborative effort between HR, faculty administration, and Hispanic  
1669 staff to develop initiatives for increasing recruitment of Hispanic faculty and staff to provide a  
1670 better balance in the Hispanic faculty/staff to student ratio.

1671 6. Consider increasing recruitment efforts to include advertisements in “Hispanic Outlook in  
1672 Higher Education” and “Hispanic Jobs.com” and including advertisement language  
1673 “bilingual/Spanish encouraged to apply” on recruitment flyers. The District’s community might  
1674 also be asked for their advice.

1675 7. Consider developing strategies to ensure that search committees are  
1676 ethnically/racially diverse.

### 1681 **Performance Evaluation System**

1682 1. Consider tying management evaluations to the management employment contract  
1683 renewal process.

1684 2. Consider tying the requirement for “completed performance evaluation” check-off box on  
1685 Personnel Action Forms when initiating annual salary increase.

1690 3. Consider developing separate Excel spread sheets for the evaluation tracking for  
1691 classified and management employees; spread sheets that can be sorted by start date, due  
1692 date, and other dimensions.

1693 4. Consider developing a monthly practice of reviewing the spread sheets for due and past  
1694 due evaluations and sending a memorandum from the VCHR or Chancellor’s office reminding  
1695 the evaluating managers of their obligation to complete the process.  
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5. Consider assigning the task of monitoring classified and management evaluations to a separate generalist who can dedicate more detailed attention to monitoring each separate group.
6. Consider developing a training seminar for supervising managers covering the evaluation procedures and the purpose and the importance of completing performance evaluation in a timely manner.
7. Consider reviewing the management evaluation process to develop a less cumbersome process and involve representative managers in the review.
8. Consider conducting a survey of management staff to determine why supervising managers are late or fail to complete their obligation to conduct performance evaluations.

### **Staffing Levels**

1. Improve and strengthen the District's position control system.
2. Consider reducing the number of full-time faculty at Crafton Hills College over the next three years to bring Crafton Hills College's share of FON down to approximately 30%; consider transferring full-time faculty from Crafton Hills College to San Bernardino Valley College as appropriate vacancies occur.
3. Consider reducing the number of classified positions a San Bernardino Valley College by at least 2% over the next three years, either through attrition, program consolidation, transfer, or an early retirement incentive program.
4. Consider reducing management positions (both educational administrator and classified manager) by at least 15% at Crafton Hills College over the next three years, either through attrition, program consolidation, transfer, or an early retirement incentive program.
5. Consider transferring managers from Crafton Hills College to San Bernardino Valley College as appropriate vacancies occur.

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6. Consider reducing classified staff and classified professional positions by at least 10% at Crafton Hills College over the next three years, either through attrition, program consolidation, transfer, or an early retirement incentive program.
7. Consider continuing to meet the statewide FON requirement and perhaps increasing the number of full-time hires but recognize the need to balance the full-time faculty numbers between the two colleges; at the same time, decreasing the number of courses taught by adjunct faculty. This is a priority. It is critical to reduce the number of credit courses taught by adjunct faculty to begin to move toward a positive full-time/part-time faculty ratio.
8. Consider increasing annual salary levels of Vice Chancellor of Fiscal Services and College President, if the current classification and compensation study conducted by the Hay Group supports this recommendation.
9. Consider conducting calculations again to see if an early retirement incentive program is feasible for full-time faculty, management, and classified employees.
10. Consider initiating a modified hiring freeze to fully evaluate whether or not to fill the positions listed on the hiring priority list contained in the current staffing plan.
11. Require the TV broadcasting program (KVCR) to become financially self-sustaining.
12. Consider significantly reducing the number of employees working in the TV broadcasting program (KVCR).
13. Consider establishing a greater instructional role for the TV broadcasting program (KVCR), thus generating increased FTES funding.
14. Consider employing a decision model that includes critical questions when making the determination whether or not to fill a management or classified vacancy. This decision model is similar to what is currently used by the Chancellor's Cabinet; however, the District must take a much stricter stand when applying the model. See Decision Model following this section. The exception to this would be the hiring of fulltime faculty which has a different approval mechanism. The District is encouraged to expand its hiring of fulltime faculty as stated elsewhere in this report.

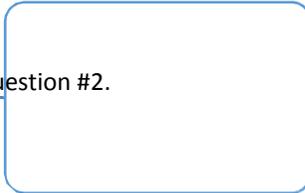
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- 1793 a. Do we have an updated job description?
- 1794 b. What are the essential functions of this position?
- 1795 c. Is this a single classification or are there other positions in this same
- 1796 classification?
- 1797 d. Can the duties of this position be distributed among other employees?
- 1798 e. Can this position be combined with another?
- 1799 f. Can we laterally transfer another employee into this position?
- 1800 g. Is this position budgeted?
- 1801 h. Can we eliminate this position?
- 1802 i. Do we fill this vacancy?

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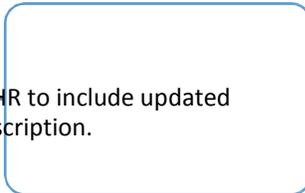
## DECISION MODEL – MANAGEMENT AND CLASSIFIED VACANCIES



If yes, proceed to question #2.



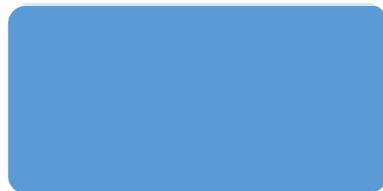
If no, send back to HR to include updated job description.



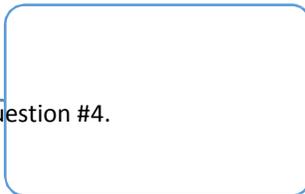
1822 The essential functions  
1823 of this position are  
1824 clearly marked on the  
1825 job description.  
1826 Proceed to question  
1827 #3.

1835 If essential functions of  
1836 this position are not  
1837 clearly marked on the  
1838 job description, send  
1839 back to HR to have  
1840 them marked.

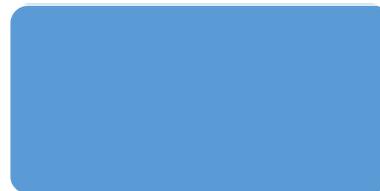
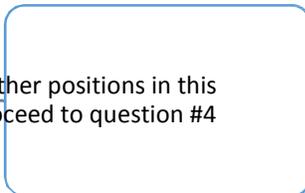
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If yes, proceed to question #4.



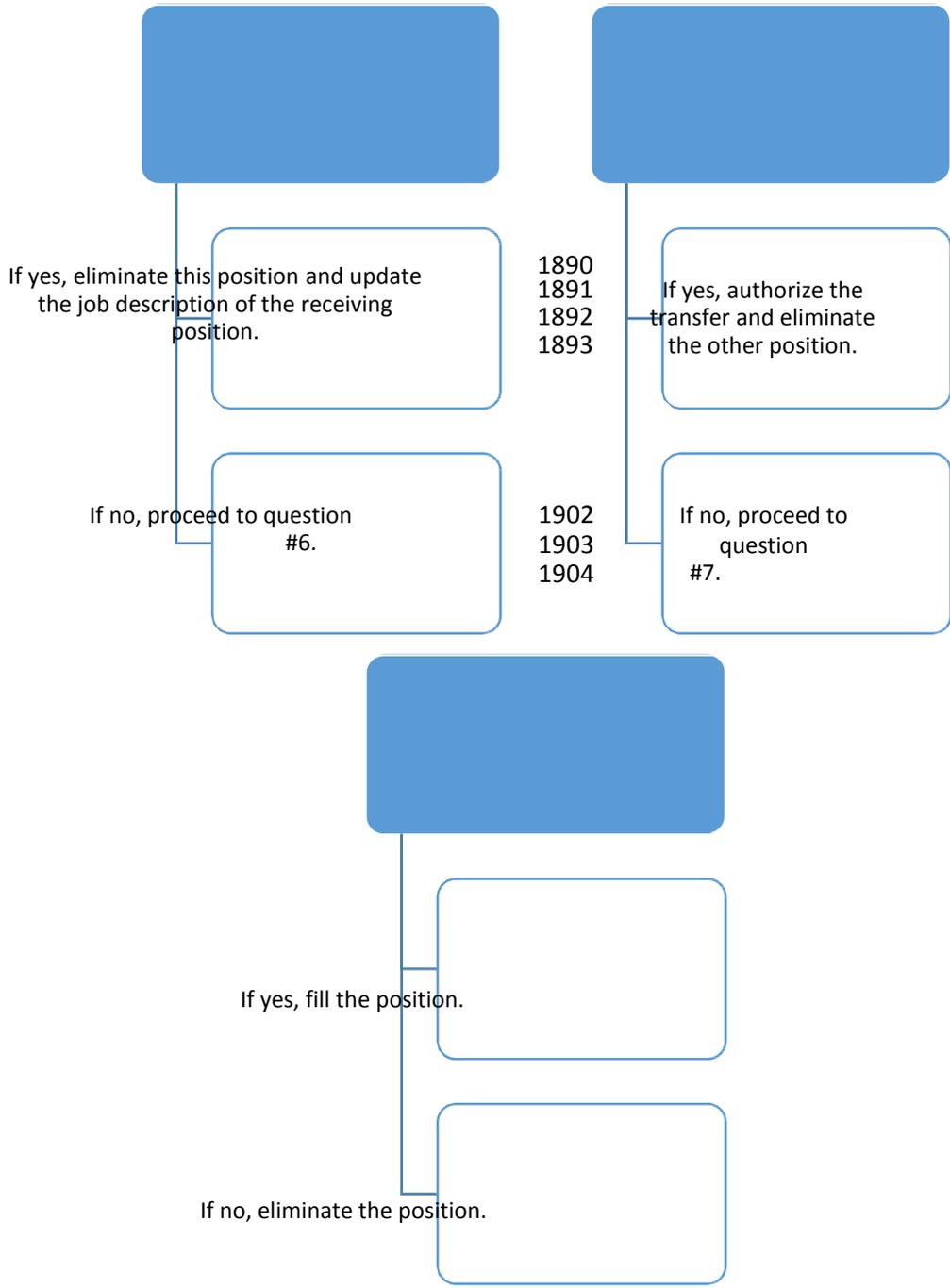
If no, (there are other positions in this classification), proceed to question #4



1857 If yes, eliminate  
1858 the position.

1868 If no, proceed to  
1869 question  
1870 #5.  
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## Planning Agenda

### 2014-15 Academic Year

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#### 1933 **Recruitment and Selection**

- 1934 1 Immediately recruit for a Vice Chancellor of Human Resources
- 1935 2 Recruit for a Director of Human Resources
- 1936 3 Initiate an organizational climate survey based on results develop improvement initiatives
- 1937 4 Implement Hay Group salary recommendations / compensation review procedures
- 1938 5 Initiate a plan for expanding recruitments to solve past failed recruitment efforts
- 1939 6 Initiate a targeted plan to attract a higher number of Hispanic applicants

1940  
1941

#### 1942 **Performance Evaluation System**

- 1943 1 Conduct survey to discover why managers are late or fail to complete
- 1944 subordinates' evaluations
- 1945 2 Based on survey results and best practices from other CCC's develop a less
- 1946 cumbersome evaluation process in collaboration with task force of SBCCD managers.
- 1947 Develop a mandatory performance management and evaluation training and monitor
- 1948 3 manager attendance.
- 1949 4 Develop new Excel spread sheets evaluation tracking system for each employee
- 1950 category; one with ability to sort by start date, due date, and other components.
- 1951 Divide responsibility for evaluation tracking to separate HR generalist, one for classified and
- 1952 5 classified management, another for faculty and faculty administrators.
- 1953 6 Develop a calendaring system to ensure timely receipt of evaluations
- 1954 7 Develop a process for managing late or missing evaluations 1) reminder memo
- 1955 2) telephone call 3) refer to VCHR for follow-up.
- 1956 Tie management annual step increase to their responsibility to complete their subordinates'
- 1957 8 evaluations
- 1958 9 Tie management evaluation results to contract renewals

1959  
1960

#### 1961 **Staffing Levels**

- 1962 1 Immediately improve and strengthen the District's position control system
- 1963 2 Institute a modified hiring freeze
- 1964 3 Utilize the Decision Model when considering whether or not to fill a vacancy
- 1965 Decrease number of managers (both educational administrators and classified managers) at
- 1966 4 Crafton Hills College by 1 (transfer when vacancies occur at Valley College)
- 1967 Decrease the number of classified support staff and classified professional staff at Valley
- 1968 5 College by 2

- Decrease the number of classified support staff and classified professional staff at Crafton Hills College by 3
- 1969 Decrease the number of fulltime faculty at Crafton Hills College (transfer when vacancies
- 1970 7 occur at Valley College) to bring Crafton Hills portion of FON to about 30%
- 1971 8 Meet the District's FON requirement and hire additional fulltime faculty at Valley College.
- 1972 9 Decrease the number of courses taught by adjunct faculty at both colleges.
- 1973 10 Implement the results of the Hay Group Compensation and Classification Study
- 1974 11 Investigate the benefit of offering another early retirement incentive program
- 1975 12 Follow-up on requirement for KVCR to become financially self-supporting
- 1976 13 Involve KVCR in the instructional program to generate FTE dollars
- 1977
- 1978

### 2015-16 Academic Year

#### Recruitment and Selection

- 1982
- 1983 1 Implement initiatives toward organizational climate improvement
- 1984 2 Institute annual classification and compensation review based on Hay Group procedures
- 1985 3 Continue the plan for expanding recruitments to solve past failed recruitment efforts
- 1986 4 Continue the targeted plan to attract a higher number of Hispanic applicants
- 1987
- 1988

#### Performance Evaluation System

- 1989
- 1990 1 Institute the improved management evaluation process developed in
- 1991 collaboration with task force of SBCCD managers
- 1992 2 Review process to ensure management evaluations results are tied to contract renewals
- 1993 3 Continue mandatory performance management and evaluation training and
- 1994 monitor manager attendance, especially new managers
- 1995 4 Monitor calendaring system to ensure timely notification and receipt of evaluations
- 1996 5 Continue using newly developed separate Excel spread sheet evaluation
- 1997 tracking system for each employee category
- 1998 6 Continue managing late or missing evaluations 1) reminder memo 2) telephone call 3)
- 1999 refer to
- 2000 VCHR for follow-up.
- 2001 7 Ensure that management annual step increase is tied to their responsibility for
- 2002 completing subordinates' evaluations
- 2003 8 Address the reasons managers fail to complete subordinates' evaluations
- 2004
- 2005

#### Staffing Levels

- 2006
- 2007 1 Utilize the Decision Model when considering whether or not to fill a vacancy

Decrease the number of classified support staff and classified professional staff at Crafton Hills  
College by 3

2008 2 Continue a modified hiring freeze

- 3 Decrease number of managers (both educational administrators and classified managers) at Crafton Hills College by 1 (transfer when vacancies occur at Valley College)
- 4 Decrease the number of classified support staff and classified professional staff at Valley College by 1
- 5 Decrease the number of classified support staff and classified professional staff at Crafton Hills College by 3
- 6 Decrease the number of fulltime faculty at Crafton Hills College (transfer when vacancies occur at Valley College) to bring Crafton Hills portion of FON to about 30%
- 2009 7 Meet the District's FON requirement and hire additional fulltime faculty at Valley College.
- 2010 8 Decrease the number of courses taught by adjunct faculty at both colleges.
- 2011 9 Implement the results of the Hay Group Compensation and Classification Study
- 2012 10 Follow-up on requirement for KVCR to become financially self-supporting
- 2013 11 Involve KVCR in the instructional program to generate FTE dollars
- 2014 12 Decrease the number of KVCR employees unless the program is self-supporting
- 2015
- 2016

### 2016-17 Academic Year

2017  
2018  
2019

#### Recruitment and Selection

- 2020
- 2021 1 Conduct follow-up organizational climate survey, based on results adjust
- 2022 improvement initiatives
- 2023 2 Implement annual classification and compensation review based on Hay Group process
- 2024 3 Review annual recruitments to determine improvements in failure rates
- 2025 4 Continue the targeted plan to attract a higher number of Hispanic applicants
- 2026
- 2027

#### Performance Evaluation System

- 2028
- 2029 1 Review management evaluation process to ensure that it is efficient and effective
- 2030 2 Review evaluation tracking system and reminder process to ensure they are effective
- 2031 3 Continue to tie management evaluation results to contract renewals
- 2032 4 Continue to tie management annual step increase to completion of subordinates
- 2033 evaluations
- 2034 5 Review Excel spread sheets evaluation tracking system to ensure effectiveness
- 2035 6 Continue calendar review for evaluation tracking system; reminder memo to managers
- 2036 7 Continue mandatory performance management and evaluation training
- 2037
- 2038

#### Staffing Levels

- 2039
- 2040 1 Utilize the Decision Model when considering whether or not to fill a vacancy
- 2041 2 Continue a modified hiring freeze

- 3 Decrease number of managers (both educational administrators and classified managers) at Crafton Hills College by 1 (transfer when vacancies occur at Valley College)
- 4 Decrease the number of classified support staff and classified professional staff at Valley College by 1
- 5 Decrease the number of classified support staff and classified professional staff at Crafton Hills College by 3
- 6 Decrease the number of fulltime faculty at Crafton Hills College (transfer when vacancies occur at Valley College) to bring Crafton Hills portion of FON to about 30%
- 2042 7 Meet the District's FON requirement and hire additional fulltime faculty at Valley College.
- 2043 8 Decrease the number of courses taught by adjunct faculty at both colleges.
- 2044 9 Implement the results of the Hay Group Compensation and Classification Study
- 2045 10 Follow-up on requirement for KVCR to become financially self-supporting
- 2046 11 Involve KVCR in the instructional program to generate FTE dollars
- 2047 12 Decrease the number of KVCR employees unless the program is self-supporting

## List of Tables

2048	<b>Table 1, Three Year Hiring Pattern</b>
2049	<i>Source: SBCCD Human Resources Department</i>
2050	<b>Table 2, Unsuccessful Recruitment Activity, 2012-2014</b>
2051	<i>Source: SBCCD Human Resources Department</i>
2052	
2053	<b>Table 3, Interim Appointments, 2013-2014</b>
2054	<i>Source: SBCCD Human Resources Department</i>
2055	
2056	
2057	<b>Table 4, Comparison of College President Annual Salary</b>
2058	<i>Source: ACCCA 22013 Benchmark Survey, Multi-campus Districts</i>
2059	
2060	
2061	<b>Table 5, Comparison of Vice Chancellor of Fiscal Services Annual Salary</b>
2062	<i>Source: ACCCA 22013 Benchmark Survey, Multi-campus Districts</i>
2063	
2064	
2065	<b>Table 6, Comparison of Vice Chancellor of Human Resources Annual Salary</b>
2066	<i>Source: ACCCA 22013 Benchmark Survey, Multi-campus Districts</i>
2067	
2068	
2069	<b>Table 7, Comparison of Vice President of Instruction Annual Salary</b>
2070	<i>Source: ACCCA 22013 Benchmark Survey, Multi-campus Districts</i>
2071	
2072	
2073	<b>Table 8, Comparison of College Dean Annual Salary</b>
2074	<i>Source: ACCCA 22013 Benchmark Survey, Multi-campus Districts</i>
2075	
2076	
2077	<b>Table 9, Comparison of Student and Faculty/Staff Demographics (Hispanic category)</b>
2078	<i>Source: Chancellor's Office DataMart, Fall 2013</i>
2079	
2080	
2081	
2082	<b>Table 10, Count of Past Due Evaluations of Permanent Classified Staff and Management from July 2013 to January 2014.</b>
2083	
2084	<i>Source: SBCCD Human Resources Department</i>
2085	
2086	<b>Table 11, Five Year FTE Count, District-wide</b>
2087	<i>Source: California Community College Chancellor's Office DataMart, Annual Statewide Staffing Reports</i>

**Table 12, Current Staffing Levels**

2088 *Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall*  
2089 *2012.*

**Table 13, Comparison of Staffing Levels in Similar Sized Districts**

2091  
2092 *Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall*  
2093 *2012.*

**Table 14, Comparison of Staffing Levels in Similar Sized Colleges, SB Valley College**

2094  
2095  
2096 *Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall*  
2097 *2012.*

**Table 15, Comparison of Staffing Levels in Similar Sized Colleges, Crafton Hills College**

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2100 *Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall*  
2101 *2012.*

**Table 16, Comparison of Staffing Levels in SB Valley and Crafton Hills Colleges, Equalization of Size**

2102  
2103  
2104  
2105 *Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall*  
2106 *2012.*

**Table 17, Comparison of Staffing Levels of District Office in Similar Sized Multi-campus Districts**

2107  
2108  
2109  
2110 *Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall*  
2111 *2012.*

**Table 18, Comparison of Staffing Levels of IT and Reprographics in Similar Sized Multi-campus Districts**

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2113  
2114  
2115 *Source: 2013 Staff Directory and/or District Websites*  
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**Table 19, Comparison of Staffing Levels of Police/Security in Similar Sized Multi-campus Districts**

2117  
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2119  
2120 *Source: 2013 Staff Directory and/or District Websites*  
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**Table 20, Comparison of Staffing Levels of Econ Develop/Corp Training in Similar Sized Multi-campus Districts**

2122  
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2124  
2125 *Source: 2013 Staff Directory and/or District Websites*

**Table 21, Broadcasting Systems in California Community Colleges**

*Source: 2013 Staff Directory and/or District Websites*

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**Table 22, Employee Length of Service, District and Colleges, as of July 1, 2013**

*Source: SBCCD Human Resources Department*

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**Table 23, Employee Length of Service, Other District Departments, as of July 1, 2013**

*Source: SBCCD Human Resources Department*

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**Table 24, Employee Age 2010-2012, District-wide**

*Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report*

2135

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**Table 25, Employee Age 2010-2012, Crafton Hills College**

*Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report*

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**Table 26, Employee Age 2010-2012, San Bernardino Valley College**

*Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report*

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**Table 27, Hiring Priorities 2010-2013**

*Source: SBCCD 2010-2013 Long Range Staffing Plan*

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**Table 28, Full-time Faculty Obligation Compliance, Last 5 Years**

*Source: California Community College Chancellor's Office DataMart, Fiscal Services Department Report*

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## Supporting Documents

2149		
2150	1	ACCCA Benchmark Survey for Multiple College Districts, 2013
2151	2	ACCCA Benchmark Survey for Single College Districts, 2013
2152	3	Accreditation Follow-Up Visit Report, Crafton Hills College, November 5, 2010
2153	4	Administrative Procedure 7210, Academic Employees,
2154		Non-Management, Hiring, Approved January 11, 1990
2155	5	Administrative Procedure 7230, Classified Employees, Non-Management,
2156		Recruitment and Hiring, Adopted April 8, 2010
2157	6	Administrative Procedure 7240, Student Employees, Employment
2158		Opportunities, Adopted June 10, 1999
2159	7	Administrative Procedure 7250, Management Employees,
2160		Recruitment and Hiring, Adopted May 9, 2013
2161	8	Administrative Procedure 7251, Management Evaluation, Approved May 9, 2013
2162	9	Board Policy 7120, Recruitment and Hiring, Approved June 10, 2004
2163	10	Board Policy 7251, Management Evaluation, Approved May 9, 2013
2164	11	Brochure, Strategic Plan 2010-2014, San Bernardino Community College District
2165	12	California Education Code §87626
2166	13	Crafton Hills College Information Technology Strategic Plan 2001-2004
2167	14	Evaluation Report (Accreditation), San Bernardino Valley College, October 6-9, 2008
2168	15	Five-Year Capital Outlay Plan, 2015-19
2169	16	Full-time Faculty Obligation Compliance by District, California Community Colleges,
2170		Fall
2171	2012	
2172	17	Human Resources District Program Review, 2012-2013
2173	18	Long-Range Staffing Plan, 2010-2013
2174	19	Memorandum to Board of Trustees from Chancellor Bruce Baron, Consideration of
2175		Approval of Board Directives for the 2013-14 Budget, March 14, 2013
2176	20	Resource Allocation and Utilization: Review, Analysis and
2177		Recommendations, CBT Consultants Hill and Brandy, December 2013
2178	21	San Bernardino Community College District and the East San Bernardino Valley's
2179		Future, October 15, 2001
2180	22	San Bernardino Community College District California School Employees Association
2181		(CSEA), Chapter 291, Collective Bargaining Agreement, July 1, 2010-June 30, 2013
2182	23	San Bernardino Community College Mission Statement

- 24 San Bernardino Community College District Teachers Association, CTA/NEA, Collective Bargaining Agreement, July 1, 2007-June 30, 2010
- 2183 25 San Bernardino Community College District Teachers Association, CTA/NEA,
- 2184 Memorandum of Understanding, June 28, 2011
- 2185 26 San Bernardino Community College District, Final Budget 2013-14 PowerPoint
- 2186 Presentation, September 12, 2013
- 2187 27 Strategic Plan 2011-14, San Bernardino Community College District

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## Consultants



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**DR. DEIRDRE CARLOCK** is senior human resources professional with expertise in HR strategy, classification and compensation, labor relations, union negotiation, workforce planning, leadership development, process redesign, succession management, foundational HR functions, and cost containment.

Dr. Carlock brings a well-rounded strategic HR perspective and best practices from her leadership roles in public, private, union, non-union, profit and non-profit settings and various industries including legal, higher education, K-12, community colleges, manufacturing, and social services.

Dr. Carlock holds a Bachelor of Science Degree in Business Management and Human Resources from California State Polytechnic University, a Master of Arts Degree in Organizational Management from Azusa Pacific University, and a Doctorate in Education and Organizational Leadership from Pepperdine University. She has studied classification at World-At-Work, the leading national association for compensation education, and she is a Certified Senior Human Resources Professional through HRCI, the nationally recognized testing organization for HR professionals.

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**DR. JEAN MALONE** retired in June 2004 with 40 years in public education. A retired Vice President of Human Resources and District Chief Negotiator, she spent 28 of those years at the Citrus Community College District.

Upon her retirement, Dr. Malone was asked to manage the Online Collective Bargaining Database (OCB) for the Community College League of California. She managed the database until the program’s termination. Dr. Malone has been with the College Brain Trust since its inception and is successfully assisting districts in her field of expertise.

Dr. Malone has conducted compensation studies; organizational assessment of human resources operations; assessed staffing needs; acted as Skelly Hearing Officer; acted as negotiations advisor; provided workshops on negotiations, conducting compensation studies, and issues surrounding adjunct parity pay; participated on teams to address staff reorganization and cost-saving measures, and has developed and has maintained CBT’s online negotiations- related program—**CAPTURE!**--a subscription service which is a central repository of live links to pertinent negotiation-related documents from all California community colleges.

Dr. Malone holds a Bachelor of Business Administration from the University of Redlands, a Master of Arts in Management from National University, and a Doctorate of Education in Educational Leadership from the University of LaVerne.