

Chapter 5

Human Resources



INTRODUCTION

The success of an organization is dependent upon the people that make up the organization, the human resources. Chapter 5 evaluates Chandler-Gilbert Community College's allocation and organization of its human resources to accomplish its mission, goals, and purpose relative to Criterion Two.

CGCC EMPLOYEE PROFILE

CGCC has carefully selected a diverse, talented, and cooperative group of employees. Strong emphasis is placed on quality life-long learning opportunities in a challenging, accessible learner-centered environment. This environment is created by excellence in teaching and serving, as well as dedication and commitment to student success by all employees.

To understand how the college functions one must first look at the various functions and roles of the personnel. Of the eight major MCCCCD employee groups, CGCC has employees in six categories:

- A. Chancellor's Executive Council (CEC),
comprised of the chancellor, vice-chancellors, and college presidents.
- B. Management/Administrative/Technological (MAT)
- C. Residential Faculty (RF)
- D. Professional Staff (PS)
- E. Maintenance and Operations (M&O)
- F. Adjunct Faculty (AF)

As of April 1996, there were 93 full-time permanent board-approved positions at Chandler-Gilbert Community College, including 44 residential faculty (RF), 26 professional staff (PS), 4 maintenance and operations (M&O), 18 management/administrative/technological personnel (MAT), 1 member of the chancellor's executive council (CEC). Table 5.1 illustrates the percentage of CGCC employees in each employee group.

Criterion 2: The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purpose.

Table 5.1-CGCC Full-Time Employees by Employee Group, 1995-96

<u>Employee Category</u>	<u>Full-time Employees</u>	<u>Percentage of Total</u>
Faculty (RF)	44	47.3%
PS	26	28.0%
MAT	18	19.4%
M&O	4	4.3%
CEC	1	1.0%
TOTAL	93	100%

MCCCD HUMAN RESOURCES SERVICES

One of the advantages of working in a large multi-college district is having human resources support services provided through the District Support Service Center. Employee manuals, hiring processes, benefits, and other human resources services are supported by the district office.

District-wide each employee group has a separate policy manual. The various manuals have common elements which include employer/employee rights, working conditions, benefits, salary and related items, evaluation of performance, grievance and resolution of conflict, and staff development opportunities. Each employee group negotiates with the governing board on the specific content of their policy manual through a meet and confer process. A copy of each employee group policy manual is available for review in the NCA resource room.

Employee/Employer Rights

Employer/employee rights are outlined in the policy manuals and include topics such as voluntary termination, employee rights, selection of meet and confer committee, governing board rights, legal rights, professional organizations, separability, reclassification, transfer and reassignment, hiring of relatives, personnel files, and posting of positions.

Working Conditions

Working conditions detailed in the manuals include topics such as the work calendar, teaching load, responsibilities/accountability, evaluation, retention and dismissal, requirements of employment, and safety observance.

Salary

Salary and related items include the pay structure, placement and advancement, fringe benefits (leaves, vacation, annuities, flex-benefits, jury duty, industrial compensation, employee assistance program), pay differential, overtime pay, education, and pay for non-contractual duties. All employee groups have a formal pay scale and steps for advancement on that scale. A compensation study by the Hay Group in 1994 found that MCCCD was competitive in salaries relative to the public/private sector in Arizona as well as nationally in the educational arena.

Grievance

Grievance and resolution of conflict segments of the policy manuals include elements such as definitions, detailed procedures, and resolution processes. More

information on CGCC's experience with grievance procedures and resolution of conflict can be found in Chapter 12 of this Self-Study Report.

Staff Development

Staff development allows provisions for staff development and/or training programs which include tuition reimbursement, sabbatical leave for faculty and MAT, internship programs for PS and administrators, and administrative leave for upper-level administrators.

Due Process

Due process as discussed in each employee group policy manual assures that the rights of all employees are duly processed. CGCC is committed to upholding the rights of employees. The due process procedures are implemented when appropriate. Specific implementation of procedures at CGCC can be found in Chapter 12 on Integrity.

Evaluation

Evaluation of performance is a common item in each group's policy manual. The categories discussed in manuals include performance evaluation, developmental evaluations, corrective action procedures, and visitation evaluations. Evaluation is a standardized procedure adopted by MCCCCD to complement the due process proceedings.

Further details about evaluation are provided later in this chapter.

Academic Freedom

Provisions for academic freedom in the classroom are clearly stated in the policy manual for residential faculty. The faculty member must inform the students that the views presented are those of the faculty member. Academic freedom also implies that reasonable alternative views will be presented. The instructors also maintain the right and responsibility to determine grades and evaluate students. The due process policies and procedures assure academic freedom.

Employee Development

At the beginning of each semester, an orientation is held to familiarize all new full-time faculty and staff with the district. At that time, representatives from various district offices explain benefits, policies, and other issues to employees.

As part of the Self-Study process, Chandler-Gilbert employees were asked to answer survey questions about district-level employee development programs. Employees responded that they "mildly agree" that MCCCCD provides adequate orientation and training for new employees (Question 10, college employees mean=3.84). The survey instrument used by the Self-Study Committee on Human Resources, as well as the complete survey results, are available in Appendix 5.

Employee development opportunities and dollars are afforded to every full-time employee for personal and professional growth as specified in each employee manual.

CGCC employee survey responses indicate that all employee groups "mildly agree" that MCCCCD's faculty and staff growth and development opportunities are

adequate (Question 12, professional staff mean=3.87, administrator/management mean=4.09, faculty mean=4.05).

In addition to offering new employee orientation and professional growth opportunities, the district coordinates annual employee awards programs, training services for employees, and employee assistance programs (mental health and counseling services).

Employee Screening and Selection

Posting, screening, and hiring processes are functions of the district human resource employment department. The district process begins when the college unit manager completes a form delineating all of the specific information needed to advertise a position and containing the qualifications for screening and hiring candidates.

Positions are advertised in the district's employment bulletin, in the local metropolitan newspaper, and in the area's minority news publications. Many positions are also advertised nationally in publications such as *The Wall Street Journal*, *The Chronicle of Higher Education*, *The Community College Journal*, and selected national affirmative action journals.

The screening committee reviews candidate applications and interviews candidates in which they are interested. The screening committee normally recommends several qualified candidates to the president, who makes a final decision on the employee selection. The recommended candidate's name is forwarded through district administrative channels to the governing board, which makes the final approval of all contractual employees.

Affirmative Action

MCCCD has affirmative action guidelines and Equal Employment Opportunity (EEO) guidelines. MCCCD's affirmative action plan shows how the district will ensure equal opportunities for employment and nondiscrimination in educational programs, recruitment, selecting, hiring, promotion, and all other items and conditions of employment. The EEO statement and nondiscrimination policy can be found in college catalogs, handbooks, class schedules, employee policy manuals, and other widely disseminated documents. To continue to build a diverse educational community, there is a district-wide cultural diversity committee. CGCC has representation on this committee.

Hiring Qualifications

Specific hiring qualifications for various types of positions are contained in a separate series of procedural manuals. Standard job descriptions that are used for all positions except faculty are available from the district human resource office and the college president's office. For faculty positions, a screening committee writes a job description and has it approved by the college administration and the district human resources department.

Faculty Hiring Qualifications

Residential and adjunct faculty members must meet all certification requirements of the Arizona Community College Board and the Maricopa Community College District. A loyalty oath must also be filed as required by the Arizona Revised Statutes.

To be certified in an academic discipline, an instructor must have a masters degree with a minimum of 24 upper-division and/or graduate credits in the specific field to be taught. To obtain a permanent certificate, faculty must also have completed a specific course on community colleges. MCCCCD recognizes only those academic credits and/or degrees earned at accredited institutions eligible for inclusion in the Education Directory of Colleges and Universities, U.S. Department of Education. Some disciplines require more stringent qualifications as determined by a district-wide, subject-matter-oriented instructional council. Faculty teaching general education courses hold graduate degrees that include substantial study (typically a minimum of 18 semester hours at the graduate level) appropriate to the academic field in which they are teaching, according to the NCA explication on general education.

***GIR #9:** It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.*

In selected occupational fields, faculty hiring qualifications reflect a combination of academic training and years of related work experience.

Details about hiring qualifications are available in the NCA resource room.

MAT, PS, M&O Hiring Qualifications

MAT, PS, and M&O positions require a variable combination of education, training, and experience depending upon the responsibilities of the position. A standard set of job descriptions provides information about typical job responsibilities as well as hiring qualifications.

Retired Employees

Retired employees may continue to work up to 49% of a full-time position. Rights, responsibilities, working conditions, and compensation for persons participating in the MCCCCD Active Retirement Program are not delineated in any employee policy manual but are located in the MCCCCD Governing Board Policies.

Auxiliary Employees

The district monitors contractual relationships with all auxiliary employees (those hired to perform outsourced services) such as bookstore, food service/cafeteria, copy service, janitorial, and landscape maintenance.

Student Employees

Many Maricopa Colleges, including Chandler-Gilbert, employ student workers. Policies regarding student employment are included in the Maricopa Community Colleges Student Employment Policies which were approved by the Governing Board in 1988. A copy is available for review in the NCA Resource Room.

CGCC HUMAN RESOURCES

To accomplish the mission and goals of CGCC, it is critical to have highly qualified, diverse, enthusiastic employees. Employees at CGCC are carefully selected to fill certain roles and meet specific needs.

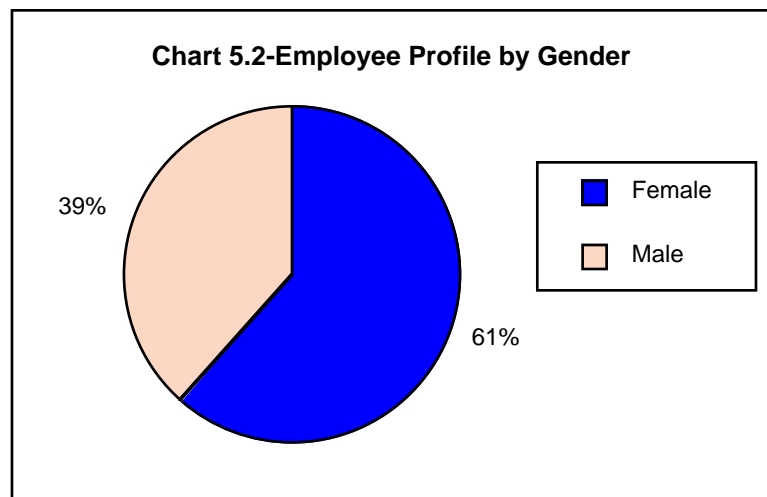
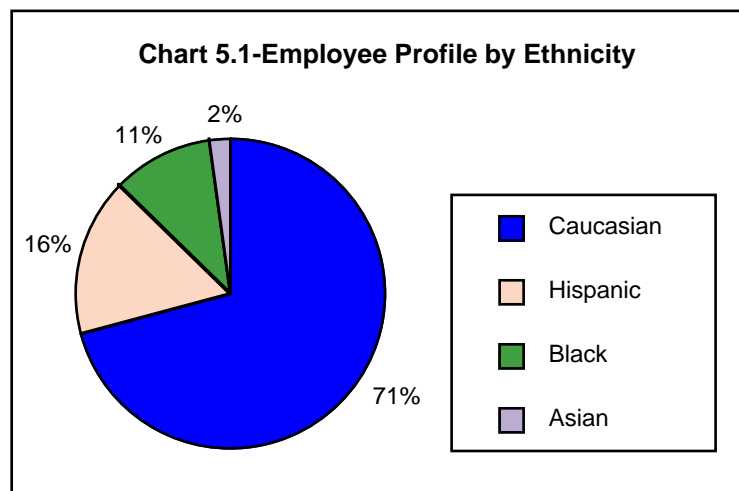
This section of the chapter includes information about CGCC employees, CGCC human resources programs as they relate to the district human resources programs, and evaluative comments from the Self-Study Committee on Human Resources. A human resource survey conducted in the early spring 1996 collected data from

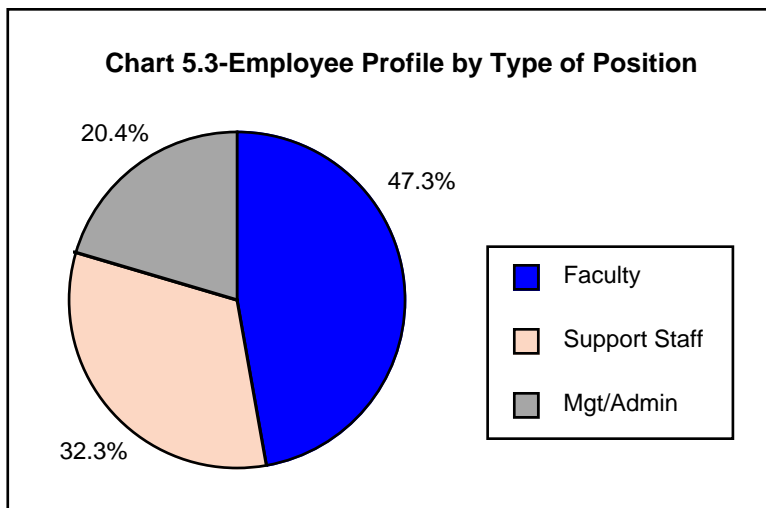
CEC, MAT, RF, PS, M&O, and AF groups regarding a variety of issues including communication, supervision, and work hours. Each question on the survey also asked for comments. The compiled results of the survey are available in Appendix 5 and the complete results, including employee comments, are available for review in the NCA resource room.

Employee Demographics

The demographics of the 93 permanent board approved CGCC employees are 39% male (n= 36), 61% female (n= 57). The ethnicity profile shows 2% are Asians (n=2), 11% are Black (n=10), 16% are Hispanic (n=15), 71% are Caucasian (n=66). There are 19 administrators and managers (CEC and MAT employees), 44 faculty, and 30 support staff (PS and M & O employees).

A series of charts depicts the demographic characteristics of the employees at CGCC.





Management/Administrative Employees

Appendix 5-A lists the administrators and managers at CGCC, their titles, their degrees and their number of years of service with the Maricopa Colleges. CGCC management/administrative employees average 12 years of service with MCCCDD.

In 1990-91, at the time of the last Self-Study Report, there were 19 full-time managers or administrators, including the President. In the 1995-96 academic year, there were still 19 management or administrative positions, including the President. Although the numbers have not increased, there have been some changes in personnel, titles, duties, and grade classifications.

The Self-Study Committee on Human Resources examined survey results from the perspective of each employee group. Respondents used a 6-point scale to indicate their level of agreement or disagreement with given statements (6 indicates strongly agree, 1 indicates strongly disagree). Management/Administrative/Technical personnel were most satisfied in their current position (Question 24, average MAT score was 5.00). In addition, they agreed that their own supervisors understood their job responsibilities (Question 8, average MAT score was 4.78), and that the MAT policy manual was being adhered to by the administration (Question 20, average MAT score was 4.78). The area in which they expressed most concern was in regard to not being able to accomplish the work they were asked or required to do within regular work hours (Question 2, average MAT score was 3.09).

Residential Faculty

Appendix 5-B lists the CGCC residential faculty, their teaching discipline, their degrees and their number of years of service with the Maricopa Colleges. There are 44 full-time faculty at CGCC, distributed among the divisions as follows:

Aviation Division	4
Business/CIS Division	5
Communications and Fine Arts Division	5
Counseling Division	4
Languages and Humanities Division	9
Science and Mathematics Division	11
Social and Behavioral Sciences	4

There are also 2 faculty librarians.

***GIR #9:** It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.*

Seven faculty members have doctoral degrees and 36 have masters degrees. They have an average of 9 years of teaching experience for the Maricopa Community College District and an average of 17 years of total teaching experience.

In 1990-91, at the time of the last Self-Study Report, there were 35 full-time faculty members at CGCC. The 1995-96 figures show that there are 44 full-time faculty, and 3 additional faculty positions are being added in the summer of 1996. The increase to 44 full-time faculty represents a 26% increase from the time of the last Self-Study.

***GIR #10:** A sufficient number of the faculty are full-time employees of the institution.*

The Self-Study Committee on Human Resources examined the employee survey results and found that the full-time faculty were most satisfied with being encouraged to participate in decision making and with the evaluation process being administered according to the policy manual. Faculty had an average score of 5.19 (6 was the highest level of agreement) on Question 7 about their chairperson encouraging them to participate in making decisions. They had an average score of 5.05 on Question 15 about evaluations being administered in accordance with district policy manuals.

Faculty areas of concern included work load, the hiring process, and orientation and training for new employees. Faculty had an average score of 3.05 (mild disagreement) on Question 2 about whether their regular work hours provided an adequate amount of time to accomplish the work they were asked or required to do. The average faculty score on Question 1 about the hiring process for board-approved employees being efficient and effective was 3.57, and the average faculty score on Question 11 about adequate orientation and training for new employees was 3.61.

Support Staff

Appendix 5-C lists the full-time support staff at CGCC, their titles, their degrees and their number of years of service with the Maricopa Colleges. The support staff average 8 years of service with MCCCCD.

At the time of the last Self-Study, in 1990-91, there were 33 support staff positions, including 29 Professional Staff employees and 4 Maintenance and Operations employees. In the 1995-96 academic year, there were 30 support staff positions (PS combined with M & O), a decrease of 3 positions from 5 years ago.

In examining the Self-Study human resources survey results, support staff were most satisfied with communication received about their job responsibilities (support staff average score was 4.86) and the processing of timecards, contracts, and payroll (support staff average score was 4.77).

Support staff were most dissatisfied with orientation and training for new employees (support staff mean=3.18), staff growth and development opportunities (support staff mean=3.13), and the process for hiring full-time employees (support staff mean=3.13). In general, support staff appeared to be less satisfied with a number of human resources issues, as compared to administrators/managers and faculty. Although, on average, there was only mild dissatisfaction with the issues listed above, survey comments indicate that there are at least some of the staff who have strong feelings about securing more professional growth opportunities. Survey comments also indicate that dissatisfaction with the hiring process focuses on the process being too lengthy. The President requires the Deans to meet with support staff in their divisions twice a year to discuss any concerns they may have.

Adjunct Faculty

In the fall of 1995, CGCC employed 148 adjunct faculty. Appendix 5-D lists the adjunct faculty employed to teach one or more classes in that semester, and provides their teaching area, highest degree attained, their start date at CGCC, and other information.

Chandler-Gilbert relies heavily on part-time faculty and therefore has made a concerted effort to involve them as active participants in the college processes. Each semester an orientation meeting is held for all full-time and part-time faculty to review college policies, discuss teaching strategies, meet other teachers in their divisions, etc. At this All-Faculty Meeting, all full-time and part-time faculty receive a packet of information about college policies, professional growth opportunities, rosters of classes, and other pertinent information.

Adjunct faculty have mail slots in the administration building, receive regular communications from the Dean of Instruction and their Division Chair, and can request a college electronic mail account. Part-time faculty are also encouraged to participate in division meetings and strategic planning.

The Self-Study Committee on Human Resources included adjunct faculty in their survey, the complete results of which can be found in Appendix 5. Part-time faculty expressed satisfaction with a number of human resources issues including being encouraged to provide feedback, the evaluation process, the contracts/payroll process, and the communication of job responsibilities. They were least satisfied with hiring processes for board-approved employees. Comments from part-time faculty on the surveys indicated frustration that more full-time faculty positions are not available. They also did not feel that MCCCDC provides adequate professional growth and development opportunities for them (Question 12, adjunct faculty mean=3.45). However, it appears that they are more satisfied with the professional growth and development opportunities provided by the college (Question 13, adjunct faculty mean=3.86).

Auxiliary Employees

Chandler-Gilbert Community College has contracts with external companies for the delivery of food services, copy services, and bookstore management services. The employees at these sites are not Maricopa employees, but are assimilated into the college in many ways. They have an established reporting structure through the Dean of Administrative Services, they are encouraged to attend all-employee meetings, and they sometimes serve as committee members or resources on various college projects.

GIR #9: It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

Retired Employees

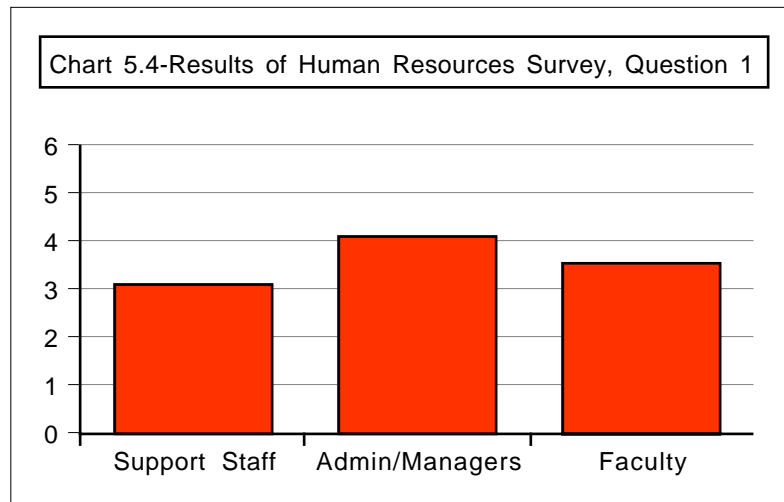
In the 1995-96 academic year, Chandler-Gilbert had three employees in the MCCCCD Retirement Program. Two transferred from the district retirement program and one is from CGCC.

Student Employees

Chandler-Gilbert Community College hires many student employees to support campus offices. Departments such as security, telecommunications, fitness center, and maintenance rely heavily on support from student workers, funded by either the federal work-study program or by departmental budgets. The Financial Aid department supervises the screening and hiring of student employees for the college.

Employee Screening and Selection Process

The screening and hiring process for new board-approved full-time and part-time employees is coordinated at the district level, as described earlier in this chapter. At CGCC, the Dean of Administrative Services Office helps coordinate personnel functions related to hiring with the district office.



(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Question 1. The process (posting, review of internal applicants, external paper screening, interviewing, recommendations to the President, ...) for hiring board-approved, full-time and part-time employees is efficient and effective.

The Self-Study Committee asked employees about the hiring process in their survey, results of which are available in Appendix 5.

Affirmative Action

CGCC adheres to both MCCCCD Affirmative Action guidelines and Equal Employment Opportunity (EEO) guidelines. CGCC, under the direction of President Arnette Ward, aggressively pursues affirmative action guidelines to ensure equal opportunities for employment and nondiscrimination in educational

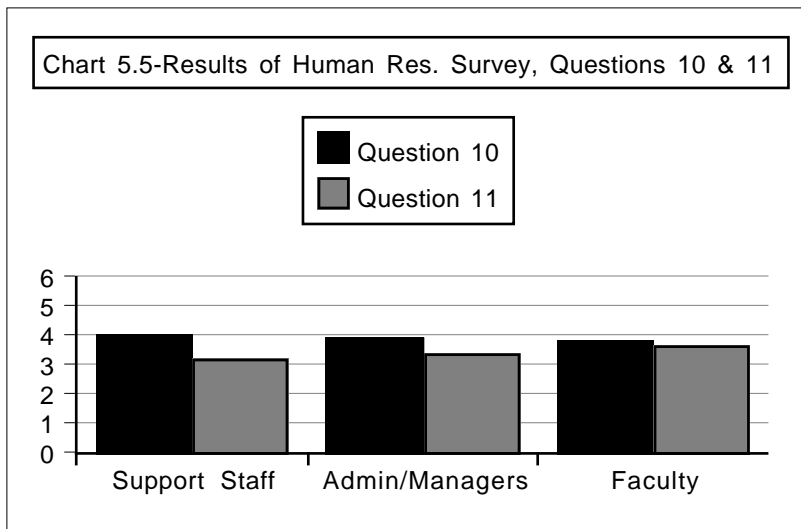
programs, recruitment, selecting, hiring, promotion, and all other items and conditions of employment. The EEO statement and nondiscrimination policy can be found in the college catalog, handbook, class schedule, employee policy manuals, and other widely disseminated documents.

To continue to build a diverse educational community, there is a district-wide cultural diversity committee on which CGCC has representation. The President has also established a college cultural diversity committee which is briefly described in Chapter 4 on Governance and Organizational Structure.

Orientation

During CGCC’s early years, because there was new hiring every year, a regular new employee orientation program was held during the early weeks in August. Because so few new positions have been hired in recent years, the formal orientation of new employees is handled by their immediate supervisor. Orientation for new faculty members is provided at an orientation session at the beginning of each semester, and supplemented by their Division Chair. Orientation for other new employees is currently handled by area supervisors.

As the college expands in the coming years, a formal orientation program will need to be re-established. Employees expressed concern about new employment orientation in the Human Resources Survey conducted by the Self-Study Committee.



(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Question 10. MCCCDC provides adequate orientation and training for new employees.

Question 11. CGCC provides adequate orientation and training for new employees.

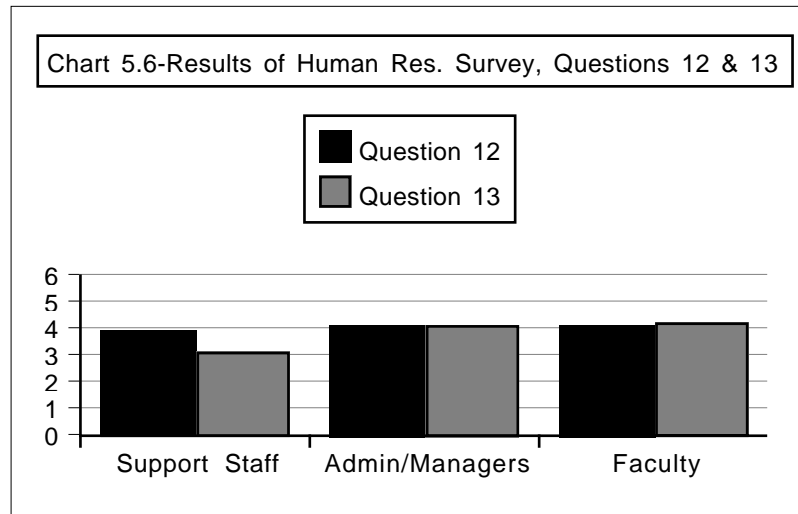
Staff Development

In addition to staff development opportunities offered by or financially supported through district funds, CGCC offers numerous opportunities for personal and professional growth. There are many opportunities for employees to attend seminars, workshops, and training. These opportunities are offered at the college as well as through audio and video conferences.

The MCCCDC Ocotillo Project which works to improve teaching and learning is chaired by David Weaver, CGCC physics faculty.

CGCC has a campus committee to identify and implement campus staff development programs. Each employee group has representatives on this committee and that representative is responsible for coordinating staff development programs for their employee group. The Computer Lab Manager serves as the technology staff developer for all employee groups.

CGCC also recognizes the importance of wellness for employees. Health and wellness opportunities at CGCC include a fitness center which has a variety of equipment, a weight management program, nutrition information and counseling, cholesterol screenings, wellness literature, and wellness breakout sessions on many health and wellness issues.



(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Question 12. Faculty and staff growth and development opportunities are adequate at MCCC.

Question 13. Faculty and staff growth and development opportunities are adequate at CGCC.

The survey also included a question asking what training or skill development would help employees to better perform their jobs. Computer/technology training was the area indicated as highest priority for all employee groups. Support staff also had relatively high scores in job-specific skills, problem-solving/decision-making, and personal development. Managers and administrators were most concerned with computer training, but indicated interest in job-specific skills and personal development. Faculty were most concerned with computer training but also indicated an interest in assessment techniques/portfolio development skills. Since then, training has been provided in both assessment techniques and portfolio development, which will continue to be a focus in 1996-97.

Employee Evaluation

Evaluation is standardized for all Maricopa Community Colleges.

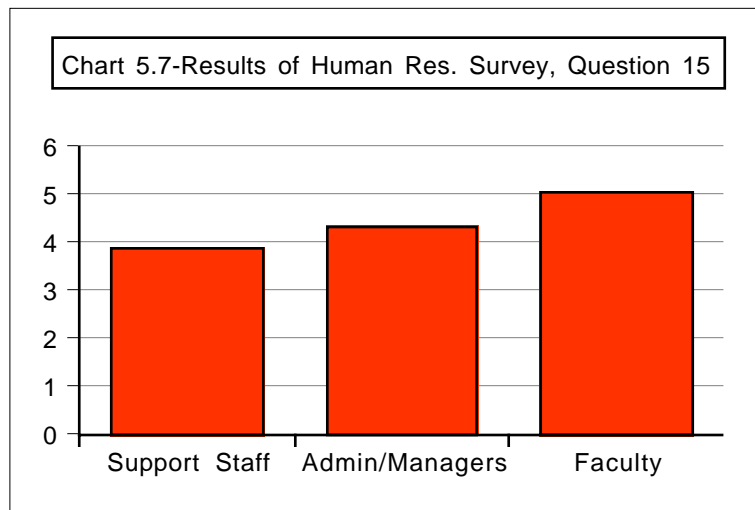
The Dean of Instruction is responsible for handling all full-time faculty evaluations. CGCC faculty on probationary status (those who have not attained appointive

status) are evaluated each year for the first six years of employment. Each classroom visit by the Dean and the Division Chair is followed by an evaluative conference. Probationary status faculty are also evaluated by students each year over the six year probationary period. Appointive status faculty are evaluated every third year. Provisions for unsatisfactory evaluations are clearly stated in the residential faculty policy manual.

Adjunct faculty are visited each of the first three semesters during which they teach. The procedure parallels the residential faculty evaluation, but is handled by either the division chair or a full-time faculty member in that discipline.

Management/administrative/technical (MAT) employees are evaluated annually by their immediate supervisor, which at CGCC is usually a Dean or the President. The evaluation is based on performance objectives and is documented on a standard district form which is reviewed and signed by the employee.

Professional staff (PS) employees undergo a 90-day probationary evaluation followed by an annual evaluation on standardized district criteria. M&O employees undergo a 90-day and 180-day probationary evaluation followed by an annual performance evaluation on standardized district criteria. Both employee groups have a specific procedure for corrective action consisting of five steps which are implemented as needed. This process allows immediate feedback for continuous improvement and allows the supervisor alternatives to the formal annual evaluation.



(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Question 15. Employee evaluations are administered in accordance with district policy manuals.

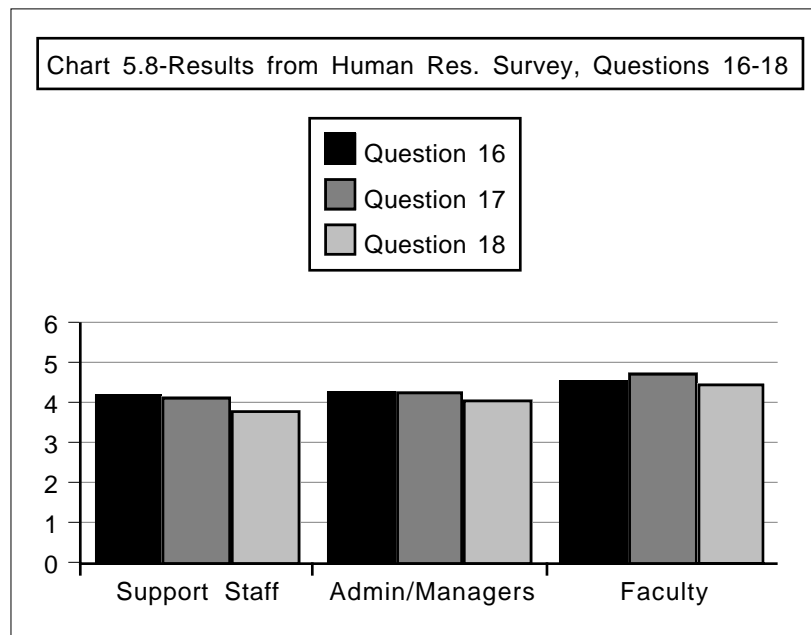
Employee Information

The college catalog includes a listing of all residential faculty members, their degrees, the institution from which they earned their highest degree and their teaching discipline. The catalog also includes the academic credentials of and information about administrators, managers, and support staff employees.

GIR #22: *Its catalog or other official documents includes its mission statement along with accurate descriptions of its educational programs and degree requirements, . . . and the academic credentials of its faculty and administrators.*

Employee Relationship with Administration

The Self-Study Committee determined that employee relationships with the administration were at acceptable levels, as shown in Chart 5.8 which includes responses to survey questions about participation, accessibility, and responsiveness.



(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Question 16. CGCC's executive administration (the President and the Deans) encourages employees to participate in campus decision-making.

Question 17. CGCC's executive administration is accessible to employees.

Question 18. CGCC's executive administration is responsive to communication from employees.

Dealing equitably and fairly with all employees can be difficult in an organization, but CGCC seems to have achieved that balance reasonably well as indicated by Chart 5.8. The Self-Study Committee felt that Chandler-Gilbert faculty and administration have developed a good working relationship.

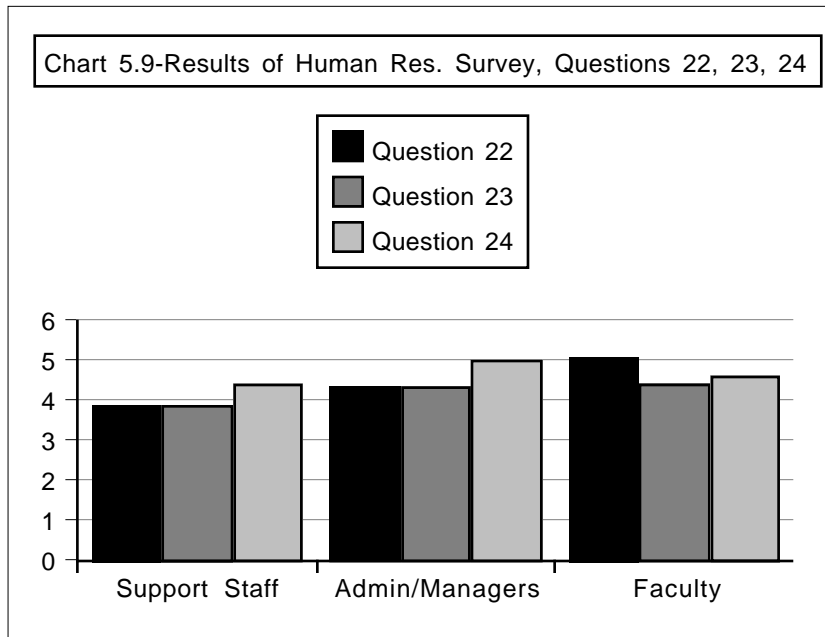
Recognition, Morale

CGCC believes in recognizing the accomplishments of employees. An all-employee meeting is held at the beginning and end of each fall and spring semester to share information as well as recognize accomplishments of employees.

An NCA Forum in the fall of 1995 gathered employee feedback on recognition and awards. Given that the district-wide employee awards program has been discontinued, and because CGCC recognizes that the success of the organization rests largely on its human resources, the possibility of establishing some form of college-based formal recognition program was discussed. After debating the advantages and disadvantages of various recognition models, the employees voted positively to have an ad hoc committee formed to establish an awards program at

CGCC. A variety of suggestions were provided in writing by employee from all groups, and these will be available in the NCA resource room. The ad hoc committee has been approved by the President's Executive Council (PEC) and will begin developing a plan in August of 1996.

The recognition program being developed should help to continuously improve and maintain staff morale which was assessed as satisfactory given concerns about understaffing. Overall, employees feel a sense of satisfaction in their current positions. See Chart 5.9 for survey results.



(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Question 22. At CGCC, I feel valued as an employee.

Question. 23 At CGCC, I feel well-supported as an employee.

Question 24. I feel a sense of satisfaction in my current position.

Staffing Levels

Table 5.2 illustrates the human resources at CGCC in comparison to other small MCCCDC colleges. The colleges used for comparison are also units within the Maricopa County Community College District. Two are smaller than Chandler-Gilbert, Estrella Mountain Community College Center and South Mountain Community College. Two have slightly larger student headcount and full-time student equivalents (FTSE) than Chandler-Gilbert, Gateway Community College and Rio Salado Community College.

Table 5.2 shows that CGCC has fewer managers and administrators than colleges with similar FTSE. CGCC has fewer support staff than any college in the district and has approximately 70% of the number of full-time faculty as the college closest in FTSE. Despite the lower numbers of personnel, CGCC generates more FTSE per full-time employees than these other district colleges.

A comment on the Human Resource Survey says that a strength of the college is "employee loyalty and dedication under very demanding situations."

Table 5.2-Comparison of CGCC Human Resources to Other Colleges

<u>Employee Type</u>	<u>CGCC</u>	<u>EMCCC</u>	<u>GWCC</u>	<u>RSCC</u>	<u>SMCC</u>
Administrators and Managers	18	15	23	41	29
Support Staff (PS and M&O, including OYO positions)	32	34	85	77	74
Full-time Faculty (including OYO positions)	46	21	64	12	42
Total Full-time Faculty and Staff	96	71	186	165	145
Fall 1995 FTSE	1,562.20	706.00	1,609.70	1,766.20	1,160.90
FTSE/FTE Employees	16.11	9.94	8.65	10.70	8.01

NOTE: The position figures include OYO (one-year only) positions.

Source: "MCCCD Employees by Assignment and Location (as of October 16, 1995)" Report produced by the MCCCD Human Resources Department

After studying reports provided by the MCCCD Human Resources Department, the Self-Study Committee on Human Resources has determined that Chandler-Gilbert Community College is understaffed compared with other small Maricopa Community Colleges.

SUMMARY

Chandler-Gilbert Community College has a well-qualified, student-centered faculty and staff. The college human resources are the source of its strength, and in many student surveys the personnel are cited as contributing significantly to the institution's effectiveness. Employee policies are well-defined and thoroughly documented. On-going support exists for professional development opportunities.

In general, the survey conducted by the Self-Study Committee on Human Resources revealed that employees agreed that the personnel processes involving payroll, timecards, and contracts are working very well at CGCC. The supervisors, division chairs, and managers are communicating well in the areas of responsibilities, and encouraging participation in decision making and feedback. Sharing information about their respective areas as well as on college issues was rated high although comments indicate the information given is not always timely. Supervisors, division chairs, and managers understand their job and are communicating job responsibilities to employees.

The surveys also revealed that employees felt that the process for hiring board-approved employees is not effective and efficient. Regular work hours are not adequate to accomplish the work they are asked or required to do. Orientation and training for new employees needs improvement at both CGCC and the district.

Strengths

- Chandler-Gilbert Community College employs faculty and staff who are well-qualified, dedicated, and committed to student success.
- Division chairs, managers, and supervisors are sufficiently communicating responsibilities and expectations of employees, and actively seeking feedback for decision-making.
- Employees at CGCC feel a sense of satisfaction in their positions, feel valued as employees, and take pride in college accomplishments.
- Employee policy manuals are adhered to by the executive administration, division chairs, and managers.
- Processes involving timecards, contracts, and payroll are working efficiently and effectively.
- The executive administration (President and Deans) is accessible to employees. The administration encourages employees to participate in campus decisions. Ideas and feedback are well received.
- Working relationships among employees are cooperative and supportive.

Challenges

- The MCCCDCD process for hiring board approved employees is perceived to be lengthy and inefficient.
- Understaffing is a concern across all employee groups. Most employees indicate that regular work hours are not adequate to complete tasks and assignments they are asked or required to do, and additional staff would reduce the work load.
- The orientation and training for new employees needs improvement at both the district and campus levels, in particular as we grow in the next five years.

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