

CRITERION TWO –

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

CHAPTER 5 –

Human Resources

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CHANGES IN THE HUMAN RESOURCES DEPARTMENT

Prior to 1997, the Human Resources Department and the Purchasing Department shared offices. As a result of the significant growth in the activity of both departments and in consideration of the confidentiality issue of personnel records, the College administration assigned the entire suite of office space in ACAD 1123 to the Human Resources Department in 1997. The Purchasing Department was relocated to the Campus Services Building. With the expanded space available, the Human Resources Department was able to establish an appropriately secure file room for individual employee personnel files and to provide a room for individuals to complete employment applications. Improvements included a separate conference room for conducting new employee orientations. Space is now available for applicant files, as well as those of terminated employees, and there is private office space for the professional human resources staff.

In 1997, the College changed the department name from Personnel to Human Resources and employed a new Director. The Director of Personnel had previously reported to the Vice President for Administrative Services, but with this change the Director of Human Resources was assigned to report directly to the College President and to be a member of the Cabinet.

As the College continued to grow, the need for additional human resources personnel increased. In 1998, a second full-time professional position was added to the staff. This position was created to manage more fully developed recruitment, selection, and orientation processes for new employees and the human resource development program for existing staff. In August 1999, a part-time (20 hours/week) Office Assistant position was added. This individual primarily supports applicant tracking and database maintenance. The Human Resources staff currently consists of three full-time employees (two professional and one support staff) and one part-time support staff. A student is employed on a part-time basis to assist with data entry, filing, and general office tasks.

HUMAN RESOURCES PRACTICES

EMPLOYEE RECRUITMENT & SCREENING

The College is committed to the recruitment and retention of well-qualified faculty and staff. An enhanced employment process was developed and implemented in order to assure sound and consistent activity when recruiting, screening, interviewing, and selecting candidates for employment. This process is contained in the *Hiring Packet*, available in the Resource Room. (See Exhibit A.) Participants on all faculty search committees are provided an orientation to screening, interviewing, and evaluating candidates. These procedures were formally established in the *Guidelines for Faculty Search Committees*, available in the Resource Room. (See Exhibit B.) Professional staff from the Human Resources Department participated on each search committee when the College filled seven full-time faculty positions for the 2001-02 academic year.

The recruitment effort for all vacancies was expanded to include the posting and wide distribution of a weekly *Employment Opportunities Bulletin*, which advertises all open positions. Each week this bulletin is distributed to more than 70 schools and agencies including those that assist the employment efforts of minorities and the disabled. An organization *Distribution List* is available in the Resource Room. (See Exhibit C.) This Bulletin is also posted on the College's web site (<http://www.stchas.edu/geninfo/hr/hrpost.shtml>). Appropriate advertisements are placed nationally for full-time faculty positions and certain administrative and professional positions. Regional and local advertisements are placed for staff support positions. These improved employment processes have enabled the College to create appropriate applicant pools and ensure that the College engages in fair and consistent employment practices.

EMPLOYEE ORIENTATION PROCESS

During 1998-99, a full orientation process for new employees was implemented. On the first day of employment, human resources staff provide each new employee with a thorough introduction to the College, including a payroll and benefits orientation and an overview of the College's history, mission, policies, and facilities. New employees are provided an *Employee Handbook*. During the orientation, human resources staff provide an orientation to various policies which are directly applicable to the individual. A thorough explanation of benefits including insurance plan options is provided. Enrollment forms and detailed insurance provider materials are given to employees. The goal of this orientation is to enable new employees to quickly feel a part of the College community. At the beginning of each fall semester, the College provides an extensive orientation for new full-time faculty. A copy of the agenda for the *New Faculty Orientation – Fall 2001* is available in the Resource Room. (See Exhibit D.) A separate orientation is held for new adjunct faculty at the beginning of each semester.

BOARD OF TRUSTEE POLICES & PROCEDURES – PERSONNEL SECTIONS

In 2000 the College initiated a full review and updating of all *Board Policies and Administrative Procedures*. A committee was established and assigned the task of reviewing, reformatting, and presenting these policies and procedures to the Cabinet for final rewriting and subsequent presentation to the Board for action. As of October 2001, Sections 100-400 which address the College's

organization and administration, business management, buildings, equipment, grounds, student body, and education programs, have all been revised and adopted by the Board. The next step to review and update personnel policies is now underway. The College intends to review, and revise where necessary, current personnel policies and recommend additional policies where appropriate. Separate sections of *Board Policies and Administrative Procedures* will provide for personnel policies applicable to all employees (Section 500), faculty (Section 600), and staff (Section 700). Employee and faculty handbooks will be revised as a part of this process. All policies and procedures will be maintained on the web site.

STAFF DEVELOPMENT

Throughout the year, various in-service and development programs are provided for faculty and staff on topics designed to enhance their work at the College and their personal lives. The Staff Development Committee created the STEP Program (Staff Training and Educational Program) in 1999. A STEP program brochure is available in the Resource Room. (See Exhibit E.) Each month, two to three technical training and professional development programs are planned. A list of STEP training programs offered in 1999, 2000, and 2001 is available in the Resource Room. (See Exhibit E.) When an employee attends five sessions, a Certificate of Accomplishment is prepared and sent to the employee with a \$10 gift certificate. A summary of STEP statistics showing participation in 1999-2001 is available in the Resource Room. (See Exhibit G.) The College community and the employees are clearly served well by this program that reinforces the College's commitment to learning.

This Staff Development Committee plans and facilitates activities to bring employees together socially during the year. These include an annual Snack & Yack, Bring Your Child to Work Day, picnics, a Staff/Faculty/Volunteer Appreciation Luncheon, and the annual Holiday Party in December. These activities provide opportunities for employees to socialize with one another and build relationships with co-workers.

STAFF CLASSIFICATION AND COMPENSATION

In 1998, the College recognized the need for a new classification and compensation system to ensure that it was able to maintain appropriate levels of internal equity and external competitiveness in the markets from which it must recruit employees. In order to effectively meet its mission of providing quality education, the College needed a system that would enhance retention of its current administrative, professional, technical, and support employees. The Board of Trustees authorized a complete classification/compensation project to be conducted by J.E. Mittler & Company. The project was initiated in May 1998 and completed in November 1998.

The compensation study revealed that several employees were being paid below the market minimums in the metropolitan region. With the adoption of the new Classification/Compensation Matrix, the College made a commitment to bring employees who were below the minimum of their classification range up to at least the minimum in that range. This mid-year salary adjustment represented a financial commitment of \$110,000 on the part of the College.

Using this matrix the College has also made a particular commitment to move the compensation of current staff employees whose salaries were below the midpoint of the assigned salary level to that midpoint by providing a somewhat higher annual increase than the increase given to employees at or above their salary level midpoints. The following chart displays salary increase percentages provided beginning in 1996.

1996	5.50%
1997	6.25%
1998	5.50%
1999	4.00% (4.25% of midpoint if below midpoint)
2000	4.00% (4.25% of midpoint if below midpoint)
2001	5.00% (5.00% of midpoint if below midpoint)

In July 1999, and again in July 2000, the minimum, midpoint, and maximum compensation of each salary level was raised 2%, based upon an analysis of salary structure enhancements in the marketplace. In July 2001, the salary structure was enhanced by 3% in order to remain as competitive as possible in the local market. While this adjusted compensation plan has begun to address some staff compensation issues, several staff employees still remain below the midpoint of their particular classification range.

The *Employee Climate Survey*, conducted in the fall of 2000, asked all employee groups to respond to the statement, “My pay is fair relative to the local workforce.” The possible answers were 4=strongly agree, 3=agree, 2=disagree and 1=strongly disagree. The average response from those identified as staff was 2.24 and for those categorized as professional was 2.13. This survey was conducted before the increase for the current year, but the level of dissatisfaction represented by the survey results indicates that the perception continues to be very strong that staff salaries at SCC are out of line with the metropolitan workforce.

FACULTY COMPENSATION

The issue of compensation continues to be a point of concern for many employees of the College. Although the College remains last in the state in terms of state funding per FTE students, and in the bottom quartile of all community colleges relative to operating levy, the College has consistently been committed to addressing employee compensation issues and has worked to increase compensation in recent years.

The Board of Trustees recognizes the Missouri Federation of Teachers as the exclusive agent to conduct discussions with the staff and faculty regarding salaries and working conditions. The meet-and-confer process is used at SCC and, in most discussion years, both groups have reached multi-year agreements. Salary increases have been the primary focus of the faculty and staff agreements. (Past agreements are available in the Resource Room.)

In the absence of an agreement on salary issues, the Board itself established salary policies for the 1999-00 and 2000-01 fiscal years. These policies included raising the minimums for each faculty

level by 10%. After the 4% raise was calculated for that year, if a faculty member's salary was below the minimum for that level, that salary was raised to the respective minimum. The following chart displays the increase in starting salaries from 1996 to 2001 for full-time faculty.

	1996	2001
Full-time Instructor	\$25,756	\$30,932
Full-time Assistant Professor	\$30,202	\$36,271
Full-time Associate Professor	\$35,097	\$42,151
Full-time Professor	\$40,422	\$48,537

The average faculty base salary at SCC for academic year 1999-00 was approximately \$42,700. The average for the West North Central Region for two-year colleges with rank was \$43,552, and the national average salary for this category was \$46,484 for the same year (*AAUP Faculty Salary Survey*). This comparative salary survey data also indicates that when compared on a national basis with Category III institutions with 40-107 faculty, who participated in the AAUP faculty salary survey for 2000-01, the College ranked at the 43rd percentile in salary paid to all ranks. A summary of AAUP data by rank for 2000-01 is available in the Resource Room. (See Exhibit H.)

A survey published by the Missouri Coordinating Board for Higher Education compares the faculty salaries of public community colleges. The following chart shows that in 2000, the College ranked third behind the St. Louis and Kansas City community college systems.

*Missouri Public Two-Year Colleges
Average Faculty Salaries 2000*

St. Louis CC System average	\$54,593
KC Metro CC System average	\$46,209
St. Charles CC	\$43,941
Jefferson CC	\$43,455
East Central CC	\$42,840
Three Rivers CC	\$36,475
State Fair CC	\$39,015
North Central CC	\$39,096
Ozark Tech CC	\$38,513
Mineral Area CC	\$36,775
Moberly CC	\$32,329
Crowder CC	\$32,055

Given the relatively brief existence of SCC (15 years), when the average faculty salaries of the top three community colleges are compared in the context of faculty with 15 years of

employment or less, SCC actually moves to second in the state, just behind the St. Louis Community College District, which has historically far outpaced state averages for faculty salaries at community colleges.

The *Employee Climate Survey* asked faculty to respond to the statement “My pay is fair relative to the local workforce.” The possible answers were 4=strongly agree, 3=agree, 2=disagree, and 1=strongly disagree. The results revealed an average score of 1.53 from full-time faculty. Further analysis of this question for this group showed that full-time faculty with eight (8) or more years of service answered at an average score of 1.34 while those with fewer than eight (8) years answered with an average score of 2.00. These results show that, as of November 2000, the level of dissatisfaction among faculty regarding compensation was still high.

In the spring of 2001, the Board of Trustees reopened discussions for the third year of the policies that were not ratified in 1999. Through these discussions, an agreement was reached for the 2001-02 academic year. This agreement included a 5% raise as well as other considerations. (See agreement in Resource Room.) The agreement for the current year represents significant progress in addressing the overall compensation issue. However, a good deal of additional work and discussion needs to occur in order to address the prevailing disconnect between the faculty and the administration in perceptions about compensation.

EMPLOYEE BENEFITS

In an effort to attract and retain employees, the College has periodically enhanced its employee benefits and now offers a substantial package. Charts summarizing the *Benefits Available* for each employee category are available in the Resource Room. (See Exhibit I.) In 1999 the College began to offer an Employee Assistance Program (EAP) that provides confidential individual and family counseling. The EAP provider is invited to present training for employees through the STEP program.

In July 2000, a new tuition reimbursement program was implemented to assist employees who pursue job-related credit courses at accredited institutions other than the College. In most cases, employees pursue bachelor or graduate degrees and receive significant financial assistance from the program. A copy of the *Tuition Reimbursement Plan* is available in the Resource Room. (See Exhibit J.) In the spring 2000 semester, the reimbursement rate was only \$43 per credit hour. In fall 2001, the reimbursement rate was increased to \$141.50 per credit hour for undergraduate classes and \$179.10 per credit hour for graduate level classes, which is the rate charged by University of Missouri-St. Louis, the nearest public university. Faculty and staff are making significant use of this benefit. The College continues to provide a tuition waiver program which permits full-time employees and their dependents to enroll in credit courses at the College without payment of tuition. A prorated tuition waiver benefit is available for part-time staff and faculty.

Beginning in July 2001 the College consolidated the two medical plan options previously offered and now provides a single Point-of-Service (POS) plan with the largest managed care provider in

the Midwest. This plan actually enhanced the benefits and utilization privileges for all employees. The College pays the full cost of employee coverage in the medical and dental plan. Life insurance coverage is paid by the College for an amount equal to an employee's annual salary; optional high-level additional life and accidental death coverage is available to employees. Employees may enroll in the long-term disability plan and select from three elimination period options. The College is currently exploring the cost and feasibility of implementing medical and dependent care flexible spending accounts.

Other benefits provided include paid vacations, holidays, medical leave, personal and bereavement leave, tax-sheltered annuities, and state retirement plan participation.

PERFORMANCE EVALUATION

The College recognizes that employee development plays a critical role in successful job performance. Annual performance appraisals are conducted in order to provide employees with a clear understanding of job responsibilities, performance expectations, and feedback on performance. An introductory period review is conducted after the first 90 days of employment for new staff. In 1998, separate evaluation forms were created for administrative/professional/technical (exempt) staff, and non-exempt support staff. Copies of these *Performance Evaluation* forms are available in the Resource Room. (See Exhibit K.)

Self-assessment is a component of the evaluation process. Planning, goal attainment, and certain critical success factors are the core evaluation criteria. The supervisor determines an overall summative evaluation and an individual development plan is established for an employee. The College administration has decided to further improve the evaluation process. The Human Resources Department will facilitate this effort during 2001-02. The faculty performance evaluation system is also undergoing a major revision at this time. The Academic Affairs Division is coordinating this activity.

HUMAN RESOURCE INFORMATION SYSTEM

The Human Resources Department has experienced three major computer software conversions in the last few years. The first occurred in 1999 when the College moved from Colleague Release 13-Personnel to Colleague Release 13-Human Resources. The second conversion took place in 2000 with a move from Colleague Release 13-Human Resources to Colleague Release 16. The College's payroll vendor announced in spring 2001 that the company was closing and services would no longer be available after June 2001. When Ceridian was selected to provide payroll services, the Human Resources Department recommended the acquisition of Ceridian's HRIS system so that the payroll and human resources functions would be fully integrated. The system was purchased in Spring 2001 and following months of intensive training and transition activity by both departments, the fully integrated system was successfully implemented in July 2001. At this time the College moved to a bi-weekly payroll schedule for all employees and required direct deposit for all payroll checks issued.

The Ceridian HRIS modules have significant capacity to serve Human Resource’s internal and external customers. The recruitment manager module has been implemented. Department staff are receiving advanced training on the report writing capabilities of the system so that extensive and customized reports can be generated from the significantly wider amount of employee data now being stored.

COLLEGE EMPLOYEE CATEGORIES

As of September 2001, the profile of full-time College employees by category was:

CATEGORY	EMPLOYEES
Administrators	25
Full-Time Faculty	68
Professional/Technical Staff	92
Support Staff	100
TOTAL	285

The College has experienced considerable growth in the total number of employees over the past five-year period due to the continued growth in student numbers. The growth in FTE credit students from 1995-96 to 1999-2000 was 36% (*Cougar Count*).

The College’s primary consideration in adding staff and faculty to handle both the growth in student numbers and the physical growth of the campus has consistently been one of quality. The quality of the teaching and of additional services provided for students has remained high over the last five years, as indicated by the results of the *Student Opinion Survey*. The results, summarized in the College’s *2000 Fact Book, The Cougar Count*, indicate strong student satisfaction with academic services including instruction.

FACULTY

Campus life is enriched by the diverse talents and accomplishments of the faculty. With one exception, all full-time faculty members hold advanced degrees. Eleven faculty members have doctoral degrees while 56 hold Master’s degrees; one holds a Baccalaureate degree. Full-time faculty average 8.6 years of employment with the College. Both the full professor and the associate professor ranks have increased moderately during the past five years as a result of promotions and entry employment at the associate rank. These now comprise 59% of the total faculty. The full professor rank increased from 15 to 19 members; the associate professor category showed an increase from 19 to 26. The assistant professor category showed an increase from 20 to 23, while the instructor category declined from 7 to 0. A chart showing the Full-Time Faculty Rank over Five Years is available in the Resource Room. (See Exhibit L.)

The full-time faculty are organized administratively into divisions, departments, and programs, with division deans, department chairs, and programs coordinators having varying levels of responsibility for the operation of these areas. Following is a breakdown of the distribution of the numbers of full-time faculty.

Full-Time Faculty by Division, Department, and Program

Arts and Humanities Division - 20

- English & Literature Department - 9
- Humanities and Performing & Visual Arts Department - 11
 - Art - 2
 - Graphic Design - 1
 - Music - 2
 - Theatre - 1
 - Speech/Communication - 2
 - Foreign Language - 2
 - Philosophy - 1

Business and Social Science Division - 25.5

- Business and Computer Science Department - 14
 - Business - 5
 - Business Administrative Systems - 2
 - CAD/CAM - 1
 - Computer Science - 6
- Social and Behavioral Sciences Department - 11.5
 - Criminal Justice/Human Services - 1
 - Early Childhood Education - 1
 - Education - .5
 - History/Political Science/Geography - 5
 - Psychology/Sociology/Anthropology - 4

Math, Science & Health Division - 22.5

- Mathematics Department - 8.5
- Science Department - 6
- Health and Wellness Department - 8
 - Occupational Therapy Assistant - 1
 - Health Information Technology - 1
 - Associate Degree Nursing - 5
 - Practical Nursing - 1

The teaching load for full-time faculty is 15 credit hours per semester, or 30 credit hours per year. In fall 2001, 52 full-time faculty are teaching an overload schedule, with 28 teaching more than 3

credit hours of overload. The amount of faculty overload has decreased from a high of 57.6% of faculty with an overload greater than 3 credit hours in fall, 1997 to 41.2% in fall 2001. (See Exhibit M.)

The College has been fortunate to have a reliable and qualified pool of part-time faculty available in the metropolitan area. Recent experience indicates, however, that this pool of adjunct faculty is shrinking in some disciplines. Given the changing nature of the adjunct pool and availability in the metropolitan area, and the desire to reduce the percentage of full-time overload, the College needs to give careful consideration to hiring additional full-time faculty.

While the College has never had a formal policy regarding a desired percentage of student credit hours taught by full or part-time faculty, an informal target of at least 50% of student credit hours taught by full-time faculty has been used as one criterion in the planning process relative to hiring additional full-time faculty. Additional criteria include local and regional availability of part-time faculty in specific disciplines, rapid growth in student numbers, consistency in curriculum, and required faculty specialization in program-specific areas.

In addition to being regarded highly by students, faculty are recognized for contributions to the community. The strong value placed on service both to the College and the off-campus community is reflected in the promotion policy where four areas of performance are taken into account: 1) Effective Teaching and Student Learning, 2) College Service, 3) Community Service, and 4) Educational Leadership. The promotion policy and procedures can be found in the *Memorandum of Understanding*. This document includes other policies applicable to full-time faculty including initial salary placement guidelines, overload assignments, professional development, and a new grievance procedure. This document was mutually agreed upon during meet-and-confer discussions in spring 2001 and approved by the Board of Trustees.

As part of those discussions, the faculty and administration agreed to support the AAUP 1940 Statement of Principles on Academic Freedom. This statement clearly supports the value of academic freedom as “fundamental to the advancement of truth.” Moreover, the College and faculty agreed upon policies regarding the intellectual property of faculty members. By clearly addressing such issues, the College has placed a high premium on the continued intellectual growth and creativity of the faculty.

ADMINISTRATION

The College administration currently includes 25 positions. The President, the Vice-President for Academic Affairs, the Vice-President for Administrative Services, the Vice-President for Student Services, and the Associate Vice-President for Marketing and Communications, as well as the Director of Human Resources and the Director of Development form the Cabinet. The administrative staff have significant depth of experience and expertise and, in most cases, long-term employment at the College. Continuity in key administrative positions fosters an atmosphere of general stability in an educational and financial environment that is ever changing.

PROFESSIONAL/TECHNICAL & SUPPORT STAFF

There are currently 192 full-time staff employees at the College. The Professional/Technical category consists of 92 employees and the Support Staff consists of 100 employees.

The Professional/Technical staff are widely distributed in College departments and programs where positions require academic, supervisory, or specialized skills. The number of positions in these areas has increased with the growth in enrollment and as both the needs of the community and the institution have changed. Professional/Technical staff provide instruction, instructional support, and professional services to students and members of the community who seek personal and professional growth.

Within the last five years, an emphasis on broadening educational services, especially to the business community, has led to the Continuing Education Division being renamed Corporate and Community Development. Individuals from the community can pursue adult education, literacy, and ESL programs, attend specifically-tailored instructional programs at the workplace through the Business and Industry Institute, gain assistance in changing careers through the Dislocated Worker Program, and attend a wide variety of personal growth courses. These and other programs support the College's mission of service to the community.

The Support Staff positions have naturally increased as the College continues to grow in size and as it extends services. These employees provide the maintenance, instructional support, and other essential services that enable the College to fulfill its mission.

STRENGTHS

- The Human Resources Department has acquired an expanded office area with adequate space and private rooms.
- The Human Resources Department has been strengthened by the growth of an experienced and dedicated staff.
- The acquisition of Ceridian has provided the department with a state-of-the-art human resources information system.
- Sound human resource programs, policies, procedures, and practices are in place.
- The administration and faculty have been able to come to an agreement relative to salary and working conditions for the current year.
- Positive salary movement has occurred with the adoption of the staff compensation matrix.

CHALLENGES

- The enhancement of the staff performance evaluation process will require research, as well as supervisor and staff training for implementation.
- The College recognizes that performance evaluation is a sensitive issue and intends to fully consider the employee relations aspect of such a change.
- The Human Resources department will be primarily responsible for the compilation of all current personnel policies, procedures, and practices for faculty and staff and the recommendation of appropriate revisions and new policies that incorporate best human resource practices.
- In view of the uncertainty of state funding levels in coming years, the College will be challenged with regard to recommending and being able to provide appropriate salary increases to employees.
- Additional discussion between the administration and the faculty and staff needs to begin to address various levels of discontent with salary and workplace issues.

RECOMMENDATIONS FOR THE FUTURE

- Full-scale utilization of the new Ceridian HRIS system will necessitate further training and staff time to develop processes for collecting a wide range of data on faculty and staff and populating the various data fields in the system.
- In order to provide more complete services to internal and external customers, advanced staff training is needed, and the staffing level in the department may require review.
- The Human Resources Department will be faced with the continued need to provide the College with guidance and improved processes in the areas of COBRA and FMLA administration, sexual harassment training in view of the changing legal landscape, updating of position descriptions, personnel file audits, exploration and implementation of insurance programs in view of the escalation of marketplace costs, and more direct involvement in the screening and selection processes for new employees.
- The College needs to examine and consider the need for additional full-time faculty relative to the growth of the College in general and the declining availability of adjunct faculty for some disciplines in the metropolitan area.