

We Pride Ourselves

- *The institution is committed to excellence in hiring, staffing, retaining, and training for all staff.*
- *MCC celebrates diversity as reflected in college policies, practices, and employee and student populations.*
- *MCC’s professional development program is recognized nationally as exemplary.*

We Challenge Ourselves

- *To streamline the usability of human resources data.*
- *To streamline the hiring process to respond more quickly to personnel needs.*
- *To increase minority representation at the administrative and faculty levels.*



Chapter 5 Criterion 2–Human Resources

Introduction

Metropolitan Community College (MCC) recognizes its students and employees as two of its most valued assets. This chapter presents student and employee demographics. MCC student profiles, the college’s human resources practices and procedures, qualified personnel, and professional development as they relate to Criterion 2 are addressed in this chapter.

Students

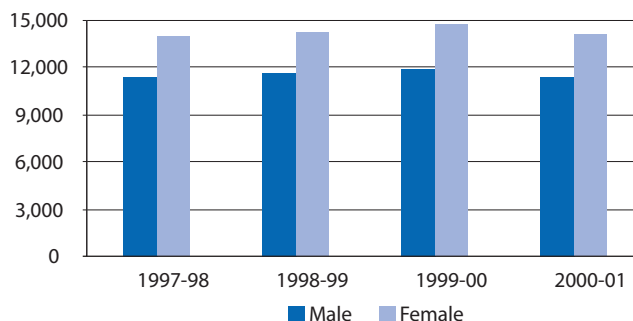
Age

MCC serves students of a wide range of ages. The age categories have shifted slightly in the last four years. Students between the ages of 20-24 consistently have been the largest age group attending MCC. The second largest group has been 25-29-year-olds followed by 40-49-year-olds. Those between the ages of 50-64 have the lowest rate of attendance. The average age of MCC students is 29 years.

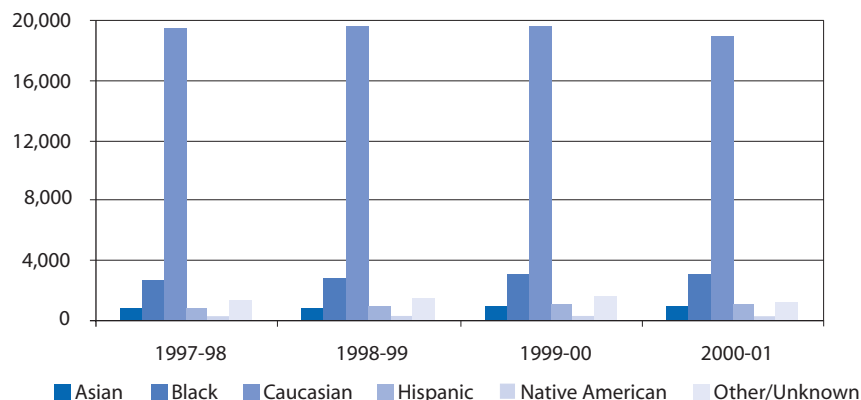
Several factors may have influenced the shift toward younger students enrolling. The number of students 20-24 years old has steadily increased since 1997-98. An increase in articulation agreements with other institutions and students recognizing that MCC offers affordable education are reasons contributing to this increase.

Gender

Female students have consistently outnumbered male students by 10%. The distribution of gender seems to be at a steady percentage between 1997-98 and 2000-01. During the fall quarter of 2001, 56 % were female and 44% were male.

Figure 5.1 MCC Student Profile-Gender**Student Ethnicity**

The percentage of MCC minority students has increased slightly. During the 2000-01 academic year, minority students comprised 21.1% of the total student population, compared to 18.1% in 1997-98. Compared with the service area's ethnicity of 17% in 2000, MCC exceeds the general population percentage.

Figure 5.2 Student Profile-Ethnicity**Human Resources: Practices and Procedures****Hiring Practices and Procedures**

The Human Resources (HR) department and the diversity and equity officer facilitate all college hiring procedures by:

- Providing specific hiring steps and a recommended timeline for each vacancy;
- Advertising vacancies in appropriate recruitment markets;
- Processing all applications and forwarding them to supervisors;
- Determining under-utilization of women and minorities within job groups;
- Documenting starting pay information;

- Approving and providing procedural information to the required screening committees for the hiring of each position;
- Forwarding adjunct faculty applications to appropriate personnel; and
- Collaborating with supervisors in the hiring of temporary employees.

Human Resource Policies

MCC adheres to all state and federal employment, benefit and human resource laws. It revises its policies and practices as corresponding laws change and new laws are enacted. Some of the major policy changes during the last 10 years addressed statutory requirements with regard to the Family and Medical Leave Act (FMLA), harassment, and the American Disabilities Act (ADA).

New Positions

The need for new positions is identified at the department level and incorporated into requests through the annual budget process. Decisions to approve new positions are based on established need and budget priorities. Exceptions to this process are grant-funded positions that occur throughout the year. Supervisors must have new personnel requests for non-faculty and non-counselor positions evaluated and classified prior to submitting annual budget requests. This process guarantees that new positions are placed properly on the college's pay schedule.

Screening Committees

All full- and part-time regular positions are filled through a screening committee process, after a determination of under-representation of minorities and women for the position. This standardized college screening process strengthens the final selection for positions. In an effort to diversify the composition of employees, the college has a standardized composition of each screening committee. A typical screening committee consists of a mix of genders, job groups, departments from different campuses, and at least one minority.

In 1992, screening committees were optional for hiring nonexempt, or hourly paid, employees but are now mandatory. For nonexempt positions, screening committees give input to the supervisor, who determines the selected candidate. Exempt positions have an additional step, final board approval.

MCC's standardized process for hiring through screening committees may be cumbersome and challenging to implement at times. Achieving the proper balance in college representation, conducting a series of meetings convenient for all committee members, and validating the process are some challenges inherent in the process. Evidence to support the MCC screening process is located in the Resource Room.

New Employee Orientation

MCC's orientation for new full-time employees is extensive. On the first day of employment, new employees meet with a Human Resources representative and with their supervi-

sor. Within the first year, new hires are required to attend three four-hour orientation sessions. Sessions address MCC's mission and purposes, the community it serves, the history of community colleges, basic technology, customer service, and the unique role community colleges play in serving the community. New employees consider these sessions helpful. Based on the 2000 new employee orientation questionnaire, 77% (40) indicated that the orientation and/or the staff development sessions were most helpful in understanding the college.

In addition, new full-time faculty members are required to participate in a four-hour faculty orientation focusing on understanding MCC's student population, effective adult learning and teaching strategies, and the important responsibilities of the first class day.

New faculty also have an opportunity to participate in the New Faculty Institute. Implemented with the 2000 cohort, the institute is a year-long program to support new hires in their new roles at the college. Refer to the Resource Room for all materials pertaining to new employee orientation.

Exit Interviews

Exiting employees are encouraged to complete a questionnaire before leaving. (A copy of this questionnaire is available in the Resource Room.) Employees may also ask for an exit interview with a Human Resources representative. In the past, if an employee completed an exit questionnaire or requested an exit interview, the collected data was not necessarily forwarded to appropriate supervisors nor was it formally compiled to identify trends, strengths, or weaknesses within the institution. Based on self-study findings, Human Resources will address this challenge by designing a more streamlined process for gathering, analyzing, and appropriately sharing exiting employee feedback.

Starting Pay Rates, Compensation, and Benefits

Historically, employee average annual salary and benefit increases have exceeded the Midwest region consumer price index average.

Table 5.3 Average Annual Salary and Benefit Increases 1992-2000

Employee Non-Faculty	92-93	95-97	98-00
Exempt Non-Faculty (Administrative/Professional)	5.43%	3.5%	3.83%
Non-Exempt (Classified/Operations & Maintenance/Public Safety)	5.43%	3.5%	3.83%
Faculty/Counselors	4.8%	3.59%	4.01%
Consumer Price Index (Midwest Region)	2.9%	2.87%	2.40%

Prior to 2000, three separate pay schedules were used to determine starting pay rates for full- and part-time regular non-bargaining unit employees. Pay rates for exempt (salaried) employees were reviewed closely, but starting pay rates for nonexempt (hourly paid) employees were not monitored consistently other than to ensure that the correct pay range was applied.

In December 2000, the Board of Governors approved a new classification and compensation system for full- and part-time regular non-bargaining unit employees. A single, consolidated pay schedule was developed and a pay policy outlining provisions for administering the classification and compensation system was adopted. An employment coordinator position was created to oversee the new system and ensure consistent and equitable employee treatment in compensation.

For positions represented by bargaining units, starting pay rates are determined in accordance with the provisions of the negotiated agreements. Bargaining units include faculty, counselors as well as select positions in facilities, information technology, and public safety. Refer to the Resource Room for a copy of MCC's 2001-2002 pay schedule.

Human Resources conducts an intensive one-on-one orientation with each new employee concerning employment policies and benefits. Examples of employee benefits offered are a 7.5% matching retirement fund option, employee and dependent tuition waivers, and cash-in-lieu of health insurance. See the Resource Room for a complete list of full-time employee benefits.

Part-time Employees

Part-time regular staff share similar compensation, training, hiring, and evaluation procedures with full-time regular staff. However, part-time regular staff do not have insurance or access to retirement matching funds. Part-time regular staff:



- Are hired in accordance with Human Resources procedures for full-time staff;
- Are paid based on the same criteria of experience, education, skills, and in accordance with the same pay policy as full-time staff;
- Have prorated vacation time, sick leave, and holiday pay;
- May participate in the college's professional development programs, with supervisory approval; and
- Undergo the same performance appraisal process as full-time staff.

Employees

Staffing

In 2001-02, the average age of full-time MCC employees, including staff and faculty, is 49 years. The average length of service at MCC for those same employees is 8.8 years. Over the last five years, full-time faculty average age has been higher than the full-time staff average age. The average age of faculty is increasing, while the average age of staff remains steady.

Over the last five years staff retirements are double the number of faculty retirements. This may indicate that as faculty increase in age, they continue their employment at MCC. Staff retirements have decreased the average age of the college's staff. The number of full-time employees increased 47% during the last 10 years, from 432 in 1992 to 633 in 2002. Exempt positions increased the most (95%) from 63 to 123, with the counselor classification decreasing 33% from 15%. The decrease in counselor positions was due to a restructuring within Student Services, which increased the number of academic advisor positions.

Figure 5.4 MCC Employee-Average Age

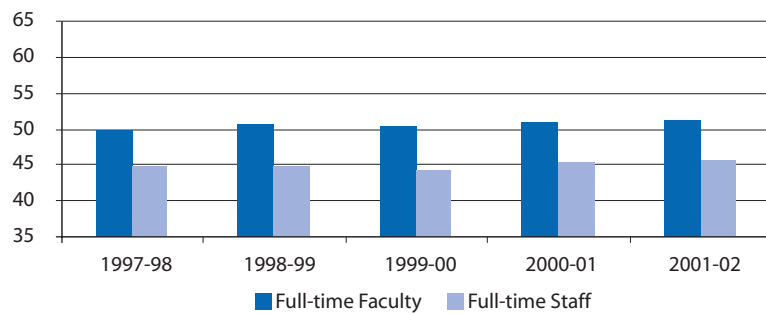


Figure 5.5 MCC Employee Retirements

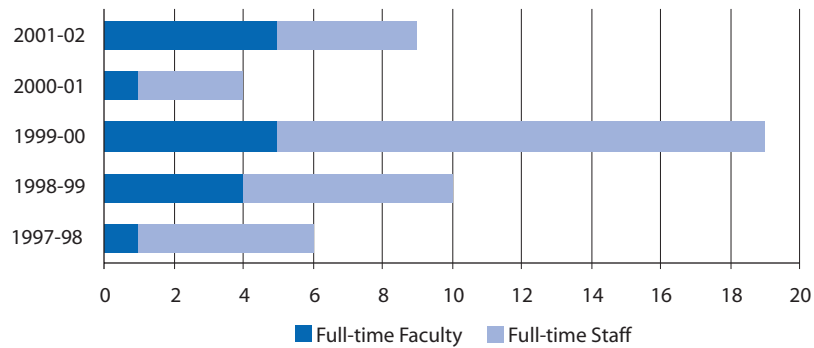
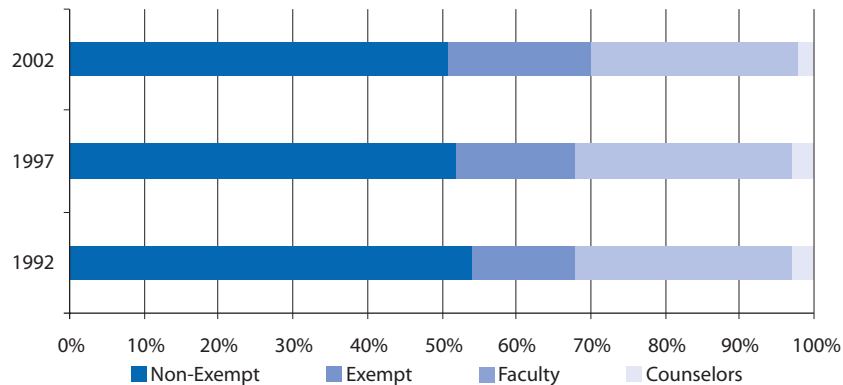
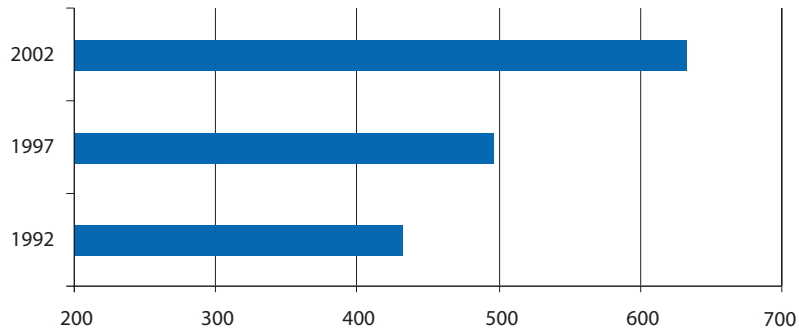


Figure 5.6 Full-time MCC Employees by Classification



As of March 2002, 682 full- and part-time regular staff were employed at the college, an increase of 29% since 1997. In addition to full- and part-time regular staff, the college annually employs over 700 part-time temporary (hourly paid), adjunct faculty, continuing education instructors, and work-study staff.

Figure 5.7 Number of Full-time MCC Employees 1992-2002



A number of factors contributed to the overall increase in the number MCC exempt employees since 1992. For example, the college contracted to provide educational services to inmates in the Nebraska Department of Corrections as well as opened the new Sarpy Center in 2000. The college received an increase in grant funding which required extra personnel. Additionally, the expansion of technology throughout the institution has increased the number of computer and associated specialists.

Grant-Funded Positions

The number of grant-funded positions has increased significantly in the last 10 years. In 1992, 17 college positions were grant-funded; in 2002, 64 full-time and 4 part-time positions were grant-funded, a 300% increase.

Four major grant awards created this additional need in personnel. The increase in grant funding and required personnel is advantageous for MCC. The grants have offset the college's general fund in implementing needed services. The college's outreach efforts into its service area have increased, which has permitted it to offer additional support services to students and the community. Some challenges have arisen as well because of grant funding and the associated increase in personnel. At times, support for these grant initiatives has strained the college infrastructures such as space utilization, grant management, accountability, and communication.

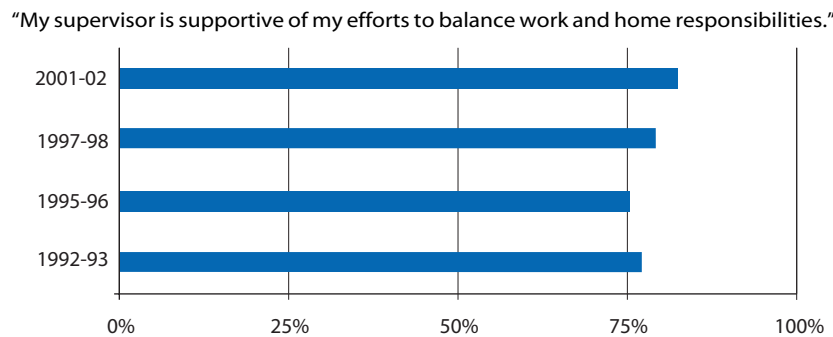
Collective Bargaining

In 2000, the Board of Governors recognized bargaining units for custodial, maintenance, public safety, and computer and network support staff. The Metropolitan Technical Community College Education Association bargaining unit has represented faculty and counselors since 1976. In 2002, the board conditionally recognized academic advisors as a bargaining unit. Collective bargaining remains a challenge in managing a multiple contract negotiation process. See the Resource Room for supporting documentation.

Employee Satisfaction

The 2001-02 employee climate survey included a new statement addressing employee satisfaction with their jobs. Of those responding, 88% “agreed” or “strongly agreed” with the statement, “I like my job,” indicating the majority of employees like what they do. The majority of MCC employees also perceived supervisory support to their efforts to balance work and home. In the 2001-02 employee climate survey, almost 83% of employees “agreed” or “strongly agreed” with the statement, “My supervisor is supportive of my efforts to balance work and home responsibilities.” Ninety percent of administrators and professionals, 78% of full-time hourly employees, and 74% of faculty “agreed” or “strongly agreed” with the statement. The response frequency to this statement increased almost 6% since the 1992-93 survey.

Figure 5.8 Employees’ Perception of Supervisory Support



Employee Diversity

Gender

The number of women employed at MCC has increased in the last 10 years. In 1992 with 469 employees, 254 women were employed in full- and part-time regular positions (54% of total employees). In 2002 with 682 employees, 390 women were employed in full- and part-time regular positions (57%). Of the 123 administrative personnel, 64 are women and 59 are men. Figure 5.10 shows the distribution of administrative positions based on job grades and gender. More information is available in the Resource Room.

Figure 5.9 Full- and Part-time Regular MCC Employees-Gender

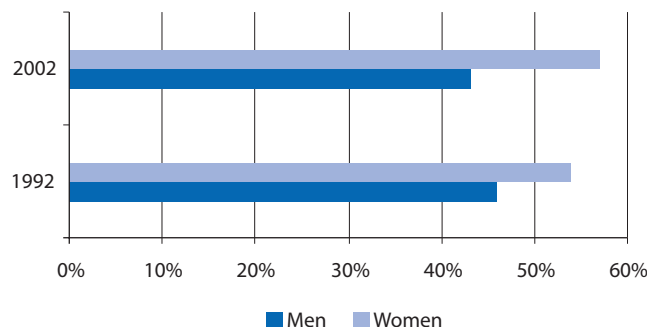
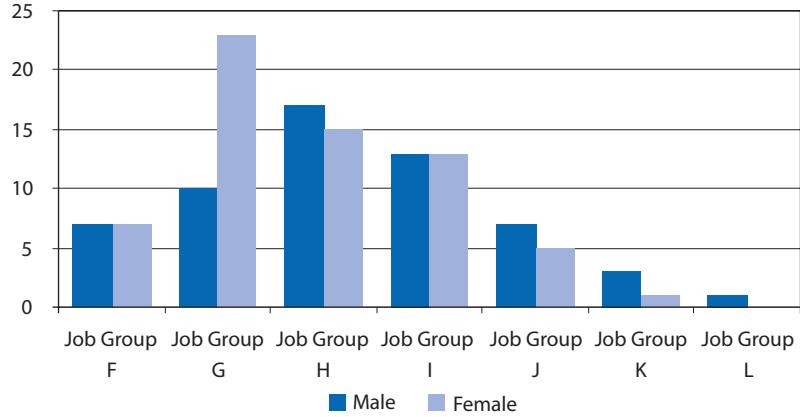


Figure 5.10 2002 Administrative Positions, Job Grades, and Gender



Ethnicity

In 1992, 59 minorities (13%) were full- and part-time regular employees at MCC. In 2002, 111 (17%) minorities were employed full- and part-time regular. With the metropolitan area’s population of 17% minority, the college minority percentage in its employee mix overall is appropriate for the area. However, some job groupings are under-represented.

As of 2002, 10% (18) of full-time faculty have minority backgrounds. In 1992, 4 (3%) of 126 full-time MCC faculty were minorities. In minority distribution, of the 64 female administrative personnel, 6 (10%) are minority. Of the 59 males, 8 (14%) are minority.

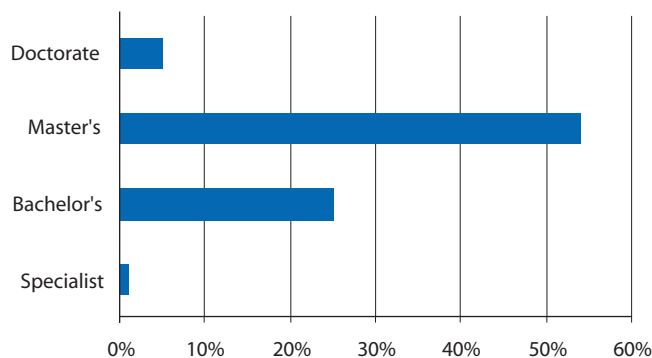
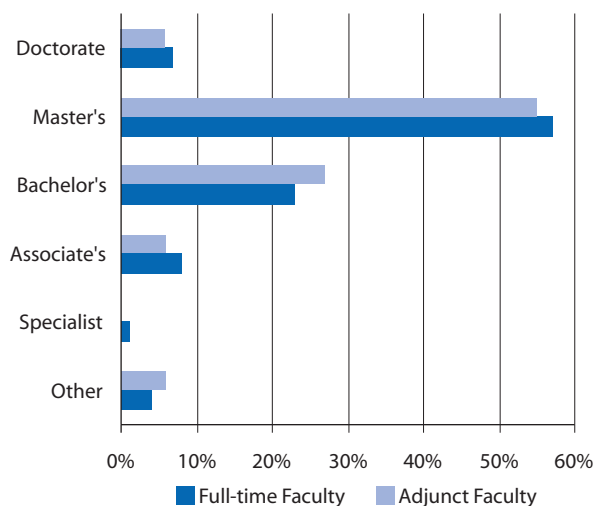
For all open or new regular job positions at the college, the diversity and equity officer completes an Affirmative Action Compliance Review form. Two of the new diversity and equity officer’s functions are to be proactive in the recruitment of minorities and women and to provide a systematic approach in monitoring affirmative action data. Because of emerging needs to address diversity among faculty, staff, and students, this position was established. The job description is located in the Resource Room.

Qualified Personnel

Faculty

MCC’s faculty are qualified to provide effective learning-centered education for students. Of the 176 full-time faculty, 88% have a bachelor’s degree or higher, compared to 85% in 1992; 65% of the full-time faculty have a master’s degree or higher, compared to 60% in 1992. Seven percent of faculty have doctorates. Forty percent (40%) of the college’s full-time faculty exceed the minimum educational requirement for their job group as outlined in the negotiated agreement’s minimum criteria tables.

Faculty credential files are officially located and maintained in Human Resources; unofficially in the Educational Services office. Additional information addressing MCC’s faculty job groupings is located in the Resource Room.

Figure 5.11 Full-time MCC Faculty Credentials 1992**Figure 5.12 Full-time and Adjunct MCC Faculty Credentials 2002**

Of the total number of MCC adjunct faculty, 62% (235) have earned a master's degree or above. Twenty-one have earned a doctorate and one a specialist. Of the remaining adjunct faculty, 26.5% (101) have a bachelor's degree, 6% (23) have an associate degree, and 5.8% (22) have other applicable credentials, which includes certifications, professional licenses, and applicable occupational experiences other than formal education. This combination of varied faculty backgrounds provides students with a rich array of educational experiences.

Human Resources has recently developed a process for identifying and tracking the credentials of all faculty and college administrators through its Colleague system, an administrative software. Three faculty job groups in the negotiated agreement allow the college to employ qualified instructors with varied combinations of education and occupational experiences. This structuring also reflects MCC's diverse programs of study.

In Job Group I, 13% exceed the minimum of a master's degree with at least 18 graduate hours in an appropriate career field. In Job Group II, 53% of full-time faculty exceed the minimum of bachelor's degree in a career field; and in Job Group III, 82% exceed the

minimum of journey person status or eight years of related occupational experience. New faculty are required to provide credential documentation, reviewed during the interview and selection process, and further analyzed by Human Resources to determine placement on the salary schedule.

Adjunct Faculty

One important asset to accomplishing the college's overall mission is the adjunct faculty. They help provide affordable and accessible educational opportunities for students as well as strengthen community partnerships. Adjunct faculty numbers change from quarter to quarter, depending upon college needs. During the fall quarter 2001-02, 490 unduplicated adjunct faculty taught at MCC. Of the total number of faculty members during the fall quarter 2001 (659), 74% were adjunct. In the fall 2001, adjunct faculty taught only 51.7% of all credit hours. The vice president of Educational Services regularly monitors the ratio of full-time and part-time faculty to determine the trends and needs of the college.

Adjunct faculty are recruited in a variety of ways. Job fairs are held in different parts of the college's service area and on campus. In some academic areas where staffing is a challenge, letters are also sent to local colleges and to recent graduates with master's degrees. MCC advertises in newspapers, on Web sites, and through networking. HR sends vacancy notices to community agencies, local colleges, and the Nebraska Workforce Development.

Since 2000, the college has focused on engaging adjunct faculty more within the institution. For example, the Educational Services division publishes a quarterly faculty newsletter for full-time and adjunct faculty. The publication, *The Learning Connection*, provides timely information relevant to faculty. Since 1987, adjunct faculty have been compensated for attending professional development courses and some meetings.

Adjunct faculty are limited to teaching 36 equivalent credit hours (ECH) per year. They are required to participate in new faculty orientation and are strongly encouraged to take Quickstart, an introductory training class covering the technology available to instructors. In addition, adjunct faculty have access and are encouraged to use MCC's e-mail, voice mail, and Colleague system.

MCC's Faculty Development office offers the Practicing Excellent Teaching Skills (PETS) program to all faculty members, including adjunct, and encourages their participation. A series of 26 sessions provides instructors with an array of experiences to enhance their teaching effectiveness. The session content includes learning styles, diversity, organization, active learning strategies, assessment, and many other relevant topics. Adjunct faculty are not only paid to attend these sessions, but also receive a stipend upon incremental completion. Student Services at each campus and center provide adjunct faculty support services such as duplicating, providing supplies, and answering operational questions.

Administrators

MCC's administrative personnel are qualified and experienced to oversee institutional activities. Nearly half of all administrators have earned a master's degree or above. Seven administrators have a doctorate, and five have earned a specialist degree.

Professional Development

MCC's professional development program provides growth opportunities for all employees. Its mission is to support organizational and individual employee learning to enhance services for students, colleagues, and the community.

Initiated in 1984 with a focus on faculty development, MCC's comprehensive professional development program has evolved throughout the years. A 1987 Title III grant was used to strengthen the faculty development component. The faculty development coordinator position, which focused on faculty training needs, was institutionalized during this time.

A significant transformation of MCC's professional development program occurred in 1997. The college moved from a traditional model of development days designated for specific employee groups to general employee requirements for professional development, requiring 32 contact hours per year for all full-time employees.

In 2000, a College Action Committee task force reviewed current professional development practices and recommended the following: to reduce the number of required contact hours; to continue requiring new employee orientation; and, if appropriate, to offer a yearly core required session that addresses institutional needs. During the 2001-2002 academic year, contact hours were reduced to 21 hours, with a three-hour required course, which addressed student learning and the self-study process, inclusive in the 21 hours. All other hours are electives.

Employees are provided growth opportunities through the professional development system. They may customize their training by selecting courses from the professional development catalog distributed to all employees or using individualized options. Customized training is also offered in response to employee or department needs. Employees have easy access to all information pertaining to professional development through the department's Intranet Web site (<http://metroweb.mccneb.edu/staffdev/>). Employees and supervisors have access to their professional development records, which are incorporated into every employee's annual performance appraisal. Part-time hourly and adjunct faculty may attend professional development courses, and adjunct faculty are compensated for attending sessions.

MCC's professional development program is considered on the cutting edge for higher education institutions. Numerous colleges have benchmarked this program and requested information addressing personnel training. In 2000, the program received the National Council for Staff, Program, and Organizational Development award from the American Association of Community Colleges as an exemplary professional development program. Program documentation is located in the Resource Room.

Conclusion

MCC's diverse student population gives the college a rich heritage and adds to its strengths. As with students, the college values its employees and considers them essential to the college's success. Exempt and nonexempt employees, along with full-time and adjunct faculty, are qualified to assume their individual responsibilities.

All employees work together to create a student-centered environment and are given professional growth opportunities to strengthen that environment. Much effort in time and college resources are committed to developing and enhancing employee skills.

Throughout the gathering of evidence for Criterion 2 relating to equity and credential information, the Criterion 2–Human Resources Committee experienced challenges in retrieving specific evidence for support. The evidence existed but not in systematic ways. This discovery led to further discussion of data collection improvement possibilities in the human resources area. The college has begun addressing these issues.

As college services have grown in size and complexity to meet the needs of a diverse community of learners, the institution has become a more complex organization. This institutional growth has affected all areas of the college, especially its human resources. For example, recruiting minority employees and qualified adjunct faculty has been a constant challenge for MCC. The college recognizes these challenges and plans to implement a variety of changes to strengthen its approach to human resources.