



MERCED COLLEGE

STAFFING PLAN 2022-2025

Adopted by the Merced College Board of Trustees on Feb. 8, 2022

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Crosswalk to Strategic Plans

The District's Educational Master Plan (EMP) for 2018-2023 established six institutional goals. Subsequent to the implementation of the EMP, two institutional goals were added and the eight goals are listed as follows:

- Goal One: Enrollment Management and Student Success
- Goal Two: Student Access
- Goal Three: Resources Development and Allocation
- Goal Four: Safety and Facilities Planning
- Goal Five: Partnership
- Goal Six: Institutional Effectiveness, Technology and Systems Design
- Goal Seven: Innovative Practices
- Goal Eight: Diversity, Equity, and Inclusion

These eight goals are then broken down into supporting objectives. This Staffing Plan for 2022 through 2025 supports the eight EMP Goals while simultaneously actualizing some of the objectives. Specifically:

This plan fulfills half of Objective 6.4:

“Develop long-range staffing and professional development plans.”

This plan actualizes Objectives 3.1, 3.2, and 6.1 (respectively, below) as they relate to planning for the long-term allocation of the District's human capital:

“Implement integrated, data-driven business practices and sustainable resource development and allocation.”

“Align resources with planning processes for long-range financial planning and fiscal management.”

“Strengthen integrated planning.”

As an equity-planning document, this plan aligns with Objective 8.3:

“Strengthen the investment in proven practices that advance diversity, equity, and inclusion by amplifying and enhancing campus-based equity plans for students and employees.”

The Professional Development Plan and Equal Employment Opportunity (EEO) Plan are compendiums to this staffing plan. The Professional Development Plan for 2022-2025 establishes a framework in which to gauge, develop, and support ongoing professional development efforts. The EEO Plan develops the processes and activities necessary to attract, hire, and retain a diverse employee body, which is key to supporting student success.

Planning Assumptions

The District's Educational Master Plan for 2018-2023 established 15 planning assumptions, the following five of which are key to the development of staffing needs and projections:

1. Enrollment management can improve efficiency, access, and success.
2. Inmate Education, Dual Enrollment and the Los Banos Campus have opportunities for growth.
3. Distance Education (DE) presents opportunities for growth, potential for degrees online, and capacity to meet professional development needs.
4. Encouraging diversity, especially among full-time certificated staff, is needed
This plan will address the faculty diversity gap and, in conjunction with the EEO Plan, aid in obtaining more diverse pools of highly qualified candidates.
5. Improved data access, technology solutions, and human resources practices will streamline workload, support integrated planning and improve effectiveness
One purpose of this plan is to provide data and goals that inform and streamline the planning process for personnel resources.

The District has realized new opportunities via the pandemic and incorporated innovative adaptations. Moving forward, the District aims to continue innovating, adapting, and improving by undertaking efforts to prioritize staffing that best serves the institution's vision, mission, and core values. Toward this end, the staffing plan aims to place the District's data in context by anchoring the analysis using comparisons with comparably-sized institutions in the greater Central Valley region. Cost-of-living comparisons are incorporated to account for intra-regional variations (e.g. between larger and smaller Central Valley cities).

Personnel Planning Processes Overview



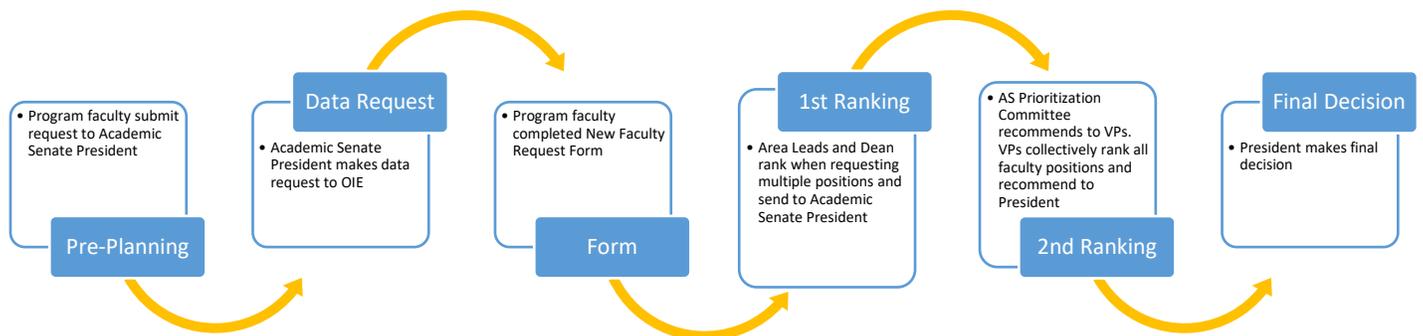
Resource Allocation

The approval for new classified personnel and management employees typically follows the College's resource allocation process as defined in the [Integrated Planning Handbook](#). After approval by the respective program review committees, the resource allocation requests (both personnel and non-personnel) submitted in program reviews are prioritized by each master planning committee. An updated resource allocation prioritization list is then forwarded for review to the vice presidents, who have each been a part of the discussion. The vice presidents then merge all requests into one list of recommendations for review and approval by EMPC. The list is presented, discussed, and voted on at EMPC annually based on need and available funds. The vice presidents present their findings to EMPC and College Council as needed; both bodies review and approve the categorized list before sending it to the Superintendent/President for final approval. The Superintendent/President then presents the list to the Board of Trustees.

Faculty Prioritization Process

The process for prioritizing new faculty positions is as follows:

In mid to late fall semester, program/discipline faculty submit requests for positions to the Merced College Academic Senate President so that the data research request can be made to the Office of Institutional Effectiveness. Programs requesting a new faculty position complete the New Faculty Request Form, which includes a description of the need for the position and an analysis of related data. Faculty Leads and the Area Dean then rank multiple requests within the same area (when necessary) and send that ranked list to the Academic Senate President. The Academic Senate Prioritization Committee receives the New Faculty Request Forms for review, program faculty present to the Hiring Prioritization Committee, and a recommendation is made to Vice President of Instruction (VPI) and Vice President Student Services (VPSS). The Vice Presidents provide the requests to Instructional Master Planning Committee (IMPC), Student Services Master Planning Committee, and Educational Master Planning Committee (EMPC). The VPI and VPSS rank the positions and send that recommendation to the Superintendent/President. The College President makes the final decision for new faculty positions by late fall or early spring.



**As a part of the above process, the Vice Presidents of Instruction and Student Services provide the ranked list of new faculty positions to IMPC, SSMPC, and EMPC as information.

Reorganization

While not the standard or default process for filling personnel needs, pursuant to Title 5 Section 53021(c), the College may reorganize and not recruit for a position under the following circumstances:

- (1) there is a reorganization that does not result in a net increase in the number of employees;
- (2) one or more lateral transfers are made and there is no net increase in the number of employees;
- (3) a position that is currently occupied by an incumbent is upgraded, reclassified, or renamed without significantly altering the duties being performed by the individual.

A reorganization, by definition, does not result in a vacancy, which is why it does not require recruitment and may fall outside of the above resource allocation and prioritization processes. Additionally, a reorganization may be utilized to meet the needs expressed via the resource allocation and faculty prioritization processes in order to reduce or curtail expenditures.

Other Processes

In addition to reorganization provisions, Title 5 Section 53021(c)

- (4) the faculty in a division or department elect one faculty member to serve as a chairperson for a prescribed limited term;
- (5) the position is filled by a temporary, short-term, or substitute employee appointed pursuant to Education Code sections 87422, 87480, 87482.5(b), 88003, 88106 or 88109;
- (6) a part-time faculty member is assigned to teach the same or fewer hours he or she has previously taught in the same discipline without a substantial break in service. For purposes of this section, “a substantial break in service” means more than one calendar year or such different period as may be defined by a collective bargaining agreement; or
- (7) an individual not currently employed by the district, who is specially trained, experienced, and competent to serve as an administrator, and who satisfies the minimum qualifications applicable to the position, is engaged to serve as an administrator through a professional services contract. No appointment or series of appointments pursuant to this provision may exceed a period of two years.

Staffing Mandates

Full-Time Faculty Obligation

The California Code of Regulations (CCR), Title 5 Section 51025 requires community college districts to increase their base number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES. CCR, Title 5 Section 53300 et seq. defines full-time and part-time faculty and provides the rules for calculating full-time equivalent faculty (FTEF) attributable to full-time and part-time faculty. By November 20 of each year the California Community College Board of Governors must determine whether adequate cost-of-living adjustment (COLA) funds, growth funds, and funds for other core programs have been provided in the State Budget to allow full or partial implementation of the increase in full-time faculty hiring obligations, specified for districts in section 51025 of Title 5, California Code of Regulations.

In years in which the Board of Governors determines that the budget does not contain adequate funding to warrant full implementation of the Faculty Obligation Number (FON), a district may choose in lieu of maintaining its base obligation, to maintain, at a minimum the full-time faculty percentage attained in the prior fall term. To the extent that the number of full-time faculty or percentage of full-time faculty, as appropriate, have not been retained for a given year, the Chancellor is required to reduce a district’s revenue for the fiscal year by an amount equal to the average replacement cost for the prior fiscal year times the deficiency in the number or equivalent of full-time faculty.

Source: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Fiscal-Standards-and-Accountability-Unit/Full-Time-Faculty-Obligation>

Fifty Percent Law

The Fifty Percent Law requires all community college districts to spend at least half of their “Current Expense of Education” for “Salaries of Classroom Instructors.” Education Code Section 84362 and the implementing regulations in the California Code of Regulations Title 5, section 59200, et. al., provide for exemptions under certain circumstances.

Recruitment Policies and Procedures

BP/AP 3420 - Equal Employment Opportunity

Establishes the EEO Committee, EEO Plan, general employment procedures, and complaint processes for discrimination in the hiring process

BP/AP 7120 - Recruitment and Selection

Establishes recruitment and hiring procedures for classified professionals and managers.

BP/AP 7214 - Faculty Hiring

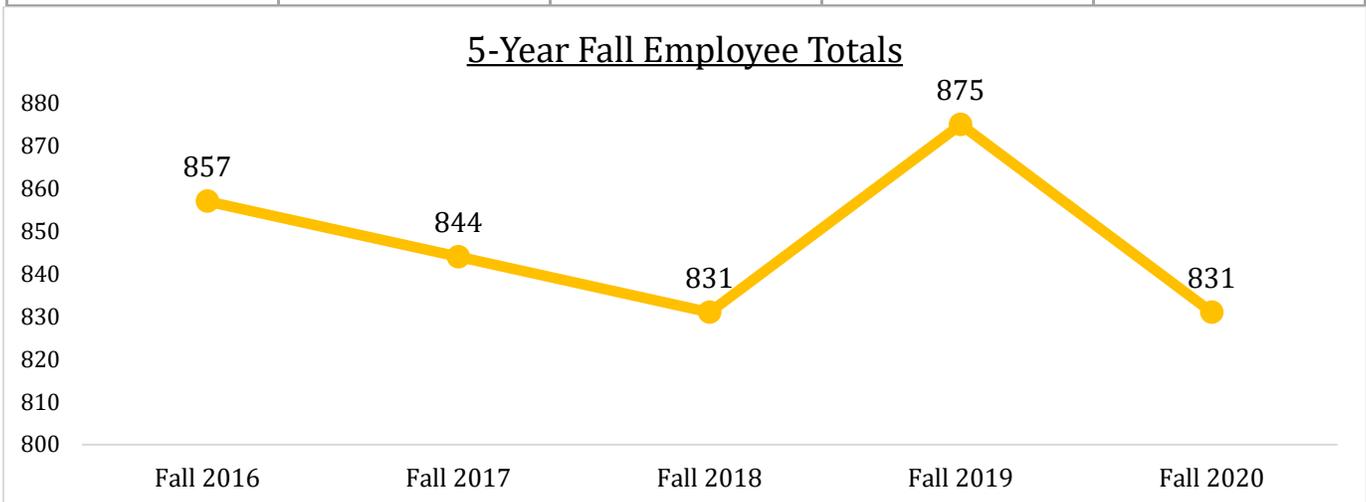
Established recruitment and hiring procedures for full and part-time faculty.

District Employee Demographics

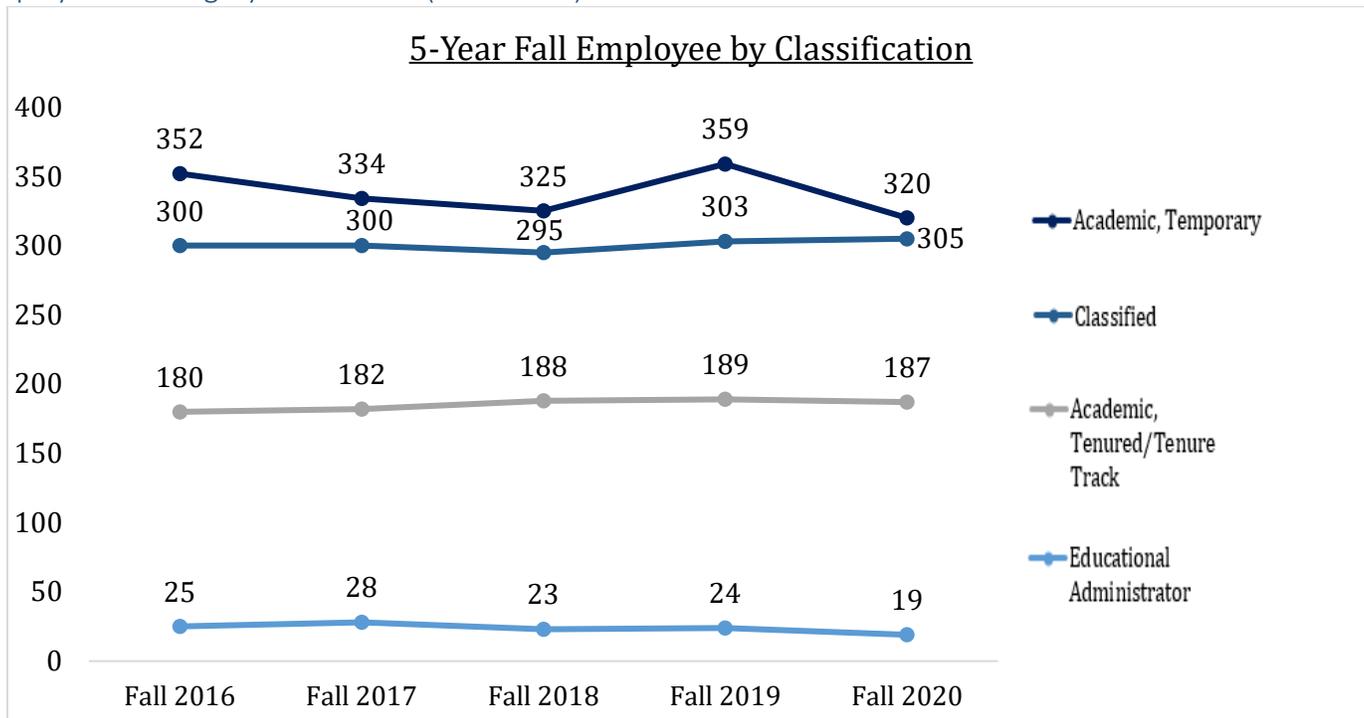
Trends (All Employees)

All Employees: Fall to Fall Trend Summary (2016-2020)

Employee Population Size by Fiscal Year				
Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
857	844	831	875	831



Employment Category Trend Data: (2016-2020)



Employee Gender (combined) 2018-2020

Gender	2018-2020 Averages				2017-18 to 2019-20	2019
	MCCD Employee	MCCD Classified	MCCD Faculty	MCCD Management	MCCD Student	Merced County
Female	56.37%	58.58%	55.42%	48.48%	49.50%	49.50%
Male	43.63%	41.42%	44.58%	51.52%	50.50%	50.50%
Unknown	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Source: NeoGov, DataMart, ACS Demographic & Housing Estimates (2019)

Females make up the majority of Merced College classified professionals and faculty. Merced College female employee percentages are higher when compared to the College’s student population and to Merced County.

Historical employee gender data is only available in male and female categories. In spring 2021, the Office of Human Resources began collecting gender data for applicants and new employees as follows: Male, Female, Non-binary, and Decline to State.

Employee Race/Ethnicity (combined)

The importance of diverse faculty and staff to the success of our community college student population has been well documented in the literature. A review of the literature conducted by the California Community College Diversity Taskforce in May of 2019 reveals the following:

Staff diversity plays an important role in student completion and success. Students value having staff and administrators who will advocate, and address concerns related to campus climate and diversity

(Parnell, 2016). Therefore, the recruitment and retention of staff of racially and ethnically diverse backgrounds is equally important to faculty diversity. Staff on college campuses may be more diverse than the faculty population, but they still do not reflect the racial and ethnic diversity of the student body (Bauer-Wolf, 2018). The benefits of having a diverse staff on college campuses is the same as in the case of companies. Fine and Handelsman (2010) note the most innovative companies have deliberately engaged in the hiring of diverse work teams, as “diverse working groups are more productive, creative, and innovative than homogeneous groups.”

For more on the literature around diversity in California’s Community Colleges, click here:

<https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/2-literature-review-on-faculty-staff-and-student-diversity.pdf?la=en&hash=73767B97C2DE63FCE1518BB4B39B6278C5500ACF>

Of particular note is that the impact of diversity on student success is not limited to the classroom: all employees play a role in cultural change and ‘equity mindedness’ practices. One component of ‘equity minded’ cultural change is the close examination of programs, which includes a review of the College’s demographic data for employees as well as the applicant pools from which we draw employees.

Employee Demographics: Race Ethnicity 2018-2020

Race/Ethnicity	2018-2020 Averages				2017-18 to 2019-20	2019
	MCCD Employee	MCCD Classified	MCCD Faculty	MCCD Management	MCCD Student	Merced County
African-American	5.32%	4.87%	5.04%	18.18%	2.93%	3.20%
American Indian/Alaskan Native	1.14%	1.66%	0.77%	3.03%	0.46%	0.40%
Asian	8.71%	8.75%	8.93%	3.03%	7.98%	6.60%
Filipino	0.00%	0.00%	0.00%	0.00%	1.01%	0.70%
Hispanic	26.72%	41.75%	18.30%	21.21%	57.58%	61.00%
Multi-Ethnic*	1.26%	1.44%	1.15%	1.52%	2.59%	1.70%
Pacific Islander	0.59%	0.66%	0.57%	0.00%	0.31%	0.00%
Unknown	3.55%	0.55%	5.23%	4.55%	8.31%	0.00%
White, Non- Hispanic	52.70%	40.31%	60.01%	48.48%	18.82%	26.40%

Source: NeoGov, DataMart, ACS Demographic & Housing Estimates (2019) ||| * NeoGov does not have a “Multi-Ethnic” option

Classified professionals represent the most diverse employee group overall. While the percentage of African-American, American Indian/Alaskan Native, Filipino, and Pacific Islander classified professional hires are higher than Merced County percentages, the number of Hispanic hires is lower by 19.25%. Overall, Merced College Hispanic employees are under-represented, proportionally, when compared to the Merced College student population and Merced County. White, non-Hispanic employees are overrepresented, proportionally, when compared to the College’s student population and Merced County.

In review of demographic data by employee groups, over two-thirds of faculty were White, Non-Hispanic (difference of 11% higher than the Hispanic/Latino student population). However, African American tenured/tracked faculty had higher representation than the African American student population.

Applicant Diversity Data

Applicant Data by Employee Group

The Merced College Board of Trustees has adopted policies to ensure equal employment opportunities at the College. Board Policy 3420 states, “The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It

agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.”

Response Option
African-American, Non-
American
Asian Indian (AI)
Cambodian (AM)
Central American (HR)
Chinese (AC)
Filipino (F)
Guamanian (PG)
Hawaiian (PH)
Hispanic Other (HX)
Hispanic/Latino (HIS)
Japanese (AJ)
Korean (AK)
Laotian (AL)
Mexican-American,
Non-Hispanic/Latino
Pacific Islander Other
Samoan (PS)
South American (HS)
Vietnamese (AV)
White, Non-Hispanic
Other
Decline to state

Title 5 Section 53000 et seq. require “steps to promote faculty and staff equal employment opportunity which are in addition to and consistent with the nondiscrimination requirements of state or federal law”. The District’s Equal Employment Opportunity (EEO) Plan further describes the District’s requirements to and efforts around meeting the Title 5 mandates.

As noted in the section above, one method for ensuring equal opportunity is to review and analyze the College’s applicant data longitudinally to identify areas of need.

Pursuant to Title 5 Section 53004(b), “For purposes of the data collection and report required pursuant to subdivision (a) of this section, each applicant or employee shall be afforded the opportunity to identify his or her gender, ethnic group identification and, if applicable, his or her disability. A person may designate multiple ethnic groups with which he or she identifies, but shall be counted in only one ethnic group for reporting purposes. Chinese, Japanese, Filipinos, Koreans, Vietnamese, Asian Indians, Hawaiians, Guamanians, Samoans, Laotians, and Cambodians are to be counted and reported as part of the Asian/Pacific Islander group as well as in separate subcategories. However, in determining whether additional steps are necessary to ensure that monitored groups have not been excluded on an impermissible basis, analysis of the separate subgroups is not necessary.”

Applicants who apply for any position at the College are asked to voluntarily identify their race/ethnicity based on the categories listed to the left:

Source: NeoGov

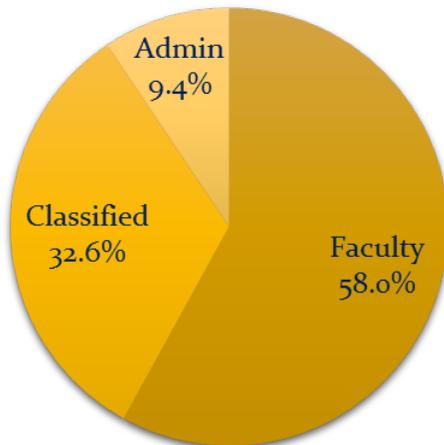
3-Year Trends (By Employee Type)

Merced College transitioned from a paper-based recruitment system to Neogov, an electronic recruitment platform, in November 2017. Given that shift, recruitment data is limited in its lookback period to three years.

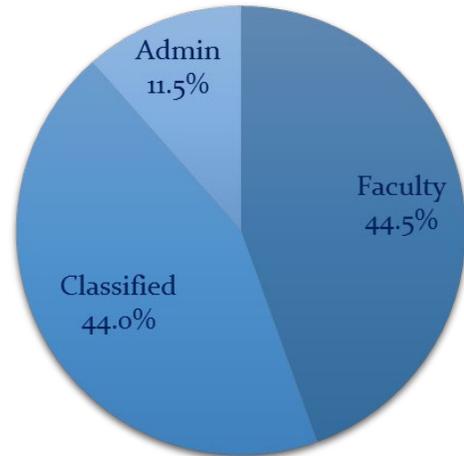
Recruitments and Hires 2018-2020: By Type

The number of positions posted for hire (recruitments) totaled 362 from Fall 2018 through Fall 2020. Merced College received 8,249 applications for those recruitments.

Recruitment



Hires



Source: NeoGov

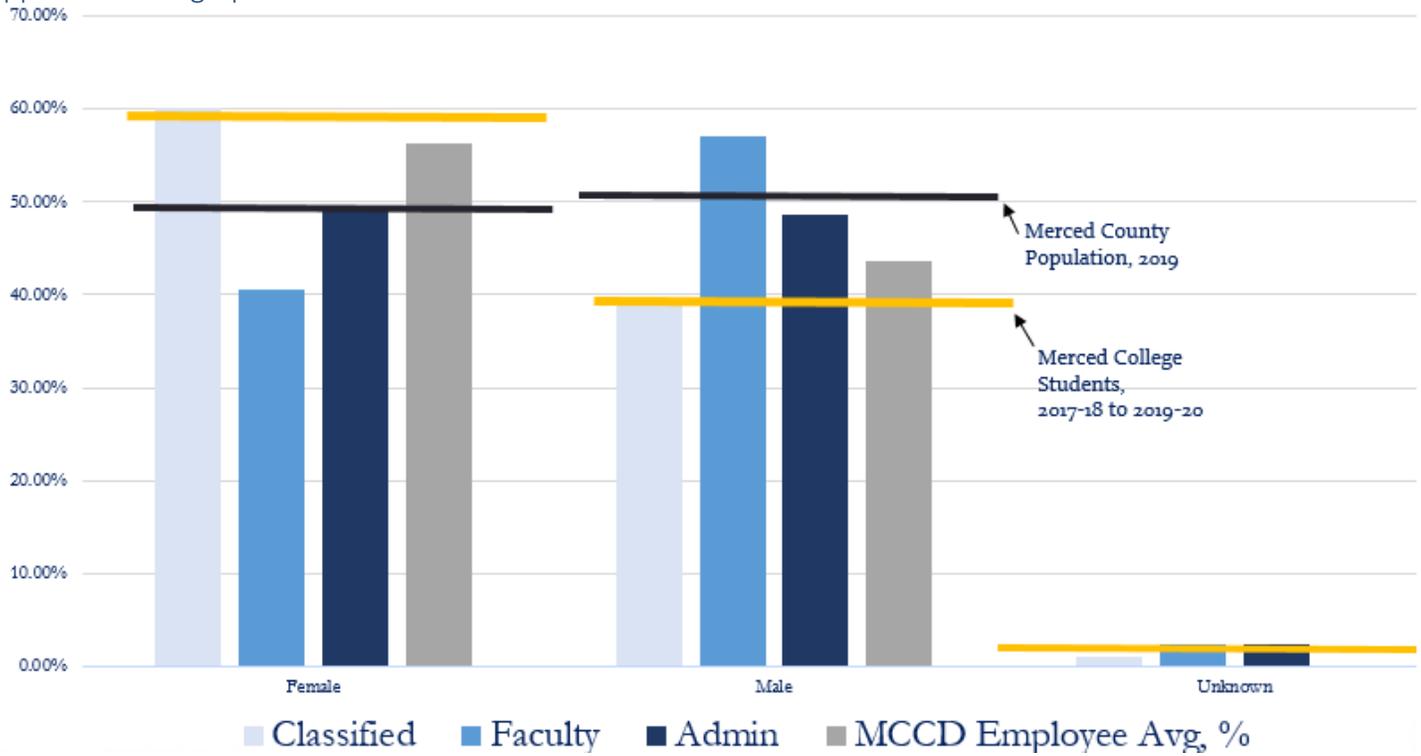
Total Number of Applicants

Total Number of Applicants (2018-2020)	2018		2019		2020		Total Applicants
	PT	FT	PT	FT	PT	FT	
Classified Professionals	260	701	282	792	213	1,205	3,453
Faculty	262	136	997	335	1,568	467	3,765
Administration	N/A	195	N/A	548	N/A	288	1,031
Total	522	1,032	1,279	1,675	1,781	1,960	8,249

Source: NeoGov

As shown above, the highest number of applications for 2018 was for full-time classified professionals. In 2019 and 2020, the highest number was for adjunct faculty. However, over the three-year sample period, the number of applications for full-time classified positions grew by 504 applicants. Overall, applicants for faculty positions (full and part-time) represent the majority.

Applicant Demographics-Gender 2018-2020



Source: NeoGov

Total Number of Recruitments and Hires

N of Recruitments & Hires		2018		2019		2020	
		Recruitment	Hires	Recruitment	Hires	Recruitment	Hires
Classified	PT	16	12	9	8	4	4
	FT	38	28	34	30	17	14
Faculty	PT	58	37	24	9	87	16
	FT	16	13	16	14	9	8
Admin	PT	N/A	N/A	N/A	N/A	N/A	N/A
	FT	14	10	14	10	6	5
Total		142	100	97	71	123	47

Source: NeoGov

Additionally, faculty (full and part-time) hires represent the majority of hires of the three-year period.

Age at Hire

Age Groups	Classified Professional			Faculty			Administration			3 Year Average
	2018	2019	2020	2018	2019	2020	2018	2019	2020	
19≥	3.57%	1.69%	-	-	-	-	-	-	-	0.57%
20-24	10.71%	11.86%	9.68%	3.45%	-	6.67%	-	-	-	5.67%
25-29	25.00%	18.64%	22.58%	8.62%	19.12%	17.33%	-	-	-	15.86%
30-34	28.57%	15.25%	16.13%	20.69%	11.76%	18.67%	7.14%	16.67%	-	16.43%
35-39	10.71%	16.95%	29.03%	22.41%	19.12%	25.33%	14.29%	-	21.43%	20.40%
40-44	7.14%	16.95%	6.45%	13.79%	8.82%	8.00%	28.57%	33.33%	21.43%	12.18%
45-49	3.57%	11.86%	3.23%	6.90%	17.65%	8.00%	14.29%	33.33%	42.86%	11.61%
50-54	3.57%	3.39%	6.45%	8.62%	8.82%	2.67%	21.43%	-	7.14%	6.23%
55-59	7.14%	3.39%	6.45%	5.17%	5.88%	6.67%	7.14%	-	7.14%	5.67%
60-64	-	-	-	1.72%	4.41%	5.33%	7.14%	16.67%	-	2.83%
65-69	-	-	-	3.45%	1.47%	1.33%	-	-	-	1.13%
70+	-	-	-	5.17%	1.47%	-	-	-	-	1.13%
Unknown	-	-	-	-	1.47%	-	-	-	-	0.28%

*Source: Colleague Employee Payroll Data Tables; "Hires" = date new position started

Merced College's workforce has strong representation between the ages of 25-54 at 83%, while Merced County's workforce is more evenly distributed with county residents between 25-54 only making up 52% of the workforce population. Over the three-year sample period, the average age of new hires was between 35 and 39. New hires into administrator positions tend to be slightly older in comparison to classified professionals and faculty new hires because the positions require a longer work history (years of experience) in order to be competitive.

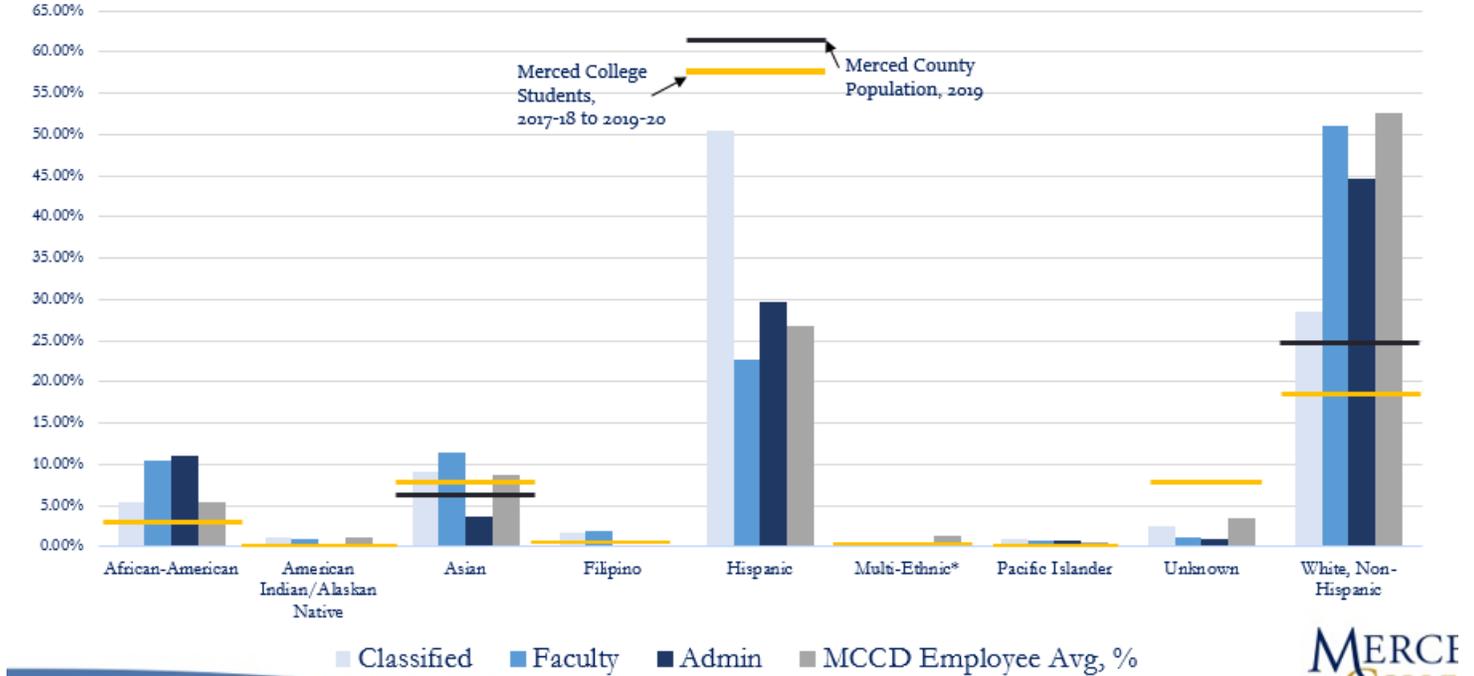
Applicant and Hire Gender, Race/Ethnicity

2018-2020: MCCD Applicants, %	Classified		Faculty		Admin	
	Applicants, %	Hires, %	Applicants, %	Hires, %	Applicants, %	Hires, %
Female	60.11%	66.67%	40.59%	50.59%	49.03%	66.67%
Male	38.95%	33.33%	57.12%	45.29%	48.64%	33.33%
Unknown Gender	0.94%	0.00%	2.29%	4.12%	2.33%	0.00%
African-American	5.38%	5.88%	10.42%	4.12%	11.15%	11.11%
American Indian/Alaskan Native	1.23%	3.92%	0.88%	1.76%	2.33%	0.00%
Asian	9.09%	0.98%	11.35%	8.24%	8.34%	3.70%
Filipino	1.81%	3.92%	1.86%	2.94%	1.84%	0.00%
Hispanic	50.53%	45.10%	22.75%	25.88%	30.07%	29.63%
Multi-Ethnic*	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Pacific Islander	1.02%	0.98%	0.66%	1.18%	0.68%	0.00%
Unknown Race/Ethnicity	2.40%	0.98%	1.09%	0.00%	1.07%	0.00%
White, Non-Hispanic	28.55%	38.24%	50.98%	55.88%	44.52%	55.56%

Source: NeoGov* NeoGov does not have a "Multi-Ethnic" option

The disparity between African-American applicants versus hires for faculty positions and Asian applicants versus hires for administration call for review.

Applicant Demographics: Race/Ethnicity (with Comparison Points)



Source: NeoGov* NeoGov does not have a "Multi-Ethnic" option



Comparison Group Data: Existing Employees, Merced College Students, and Merced County

Classified professionals represent the most diverse employee group overall. While the percentage of African-American, American Indian/Alaskan Native, Filipino, and Pacific Islander classified professional hires are higher than Merced County percentages, the number of Hispanic hires is lower by 15.9%.

Comparison between California Community Colleges Overall and Merced College Data

Race/Ethnicity		Classified			PT Faculty			Tenured/Track Faculty			Administration		
		F2018	F2019	F2020	F2018	F2019	F2020	F2018	F2019	F2020	F2018	F2019	F2020
African-American	CCC	8.07%	7.86%	7.98%	5.38%	5.65%	5.57%	5.94%	6.14%	6.02%	11.75%	11.71%	11.58%
	MCCD	5.08%	4.62%	4.92%	5.85%	4.46%	3.75%	5.32%	5.82%	5.88%	21.74%	16.67%	15.79%
Asian	CCC	12.12%	11.82%	12.38%	10.46%	10.43%	11.07%	10.03%	9.89%	10.35%	8.86%	9.17%	9.12%
	MCCD	9.49%	8.58%	8.20%	8.92%	10.03%	10.94%	7.45%	6.35%	7.49%	0.00%	4.17%	5.26%
Hispanic	CCC	30.94%	32.45%	32.70%	15.25%	15.72%	16.67%	16.71%	17.22%	17.89%	18.90%	20.50%	21.06%
	MCCD	40.68%	41.25%	43.28%	17.54%	21.45%	19.06%	16.49%	16.40%	16.04%	17.39%	25.00%	21.05%
White, Non-Hispanic	CCC	39.60%	38.54%	37.14%	58.80%	58.30%	56.22%	59.50%	58.65%	57.02%	51.58%	48.60%	46.26%
	MCCD	40.34%	41.25%	39.34%	57.23%	54.87%	58.13%	67.02%	65.08%	65.78%	52.17%	45.83%	47.37%
Other Race/Ethnicities	CCC	9.26%	9.33%	9.81%	10.11%	9.90%	10.46%	7.82%	8.10%	8.73%	8.90%	10.02%	11.98%
	MCCD	4.41%	4.29%	4.26%	10.46%	9.19%	8.13%	3.72%	6.35%	4.81%	8.70%	8.33%	10.53%

Source: Data Mart. In DataMart, "Classified" include Classified Managers. For the sake of this comparison, this is the only time managers are included in the "classified" category.

In comparison with California's Community College overall, Merced College employs a greater percentage of African-American classified professionals and a greater percentage of Hispanic classified staff and adjunct

faculty. However, the California Community College system employs a greater percentage of Asian classified professionals, full-time faculty, and administrators than Merced College.

Employee and Applicant Demographic Data Findings

Commendations

- More females are hired across the three employee groups
 - The percent of female Administrator/Management applicants increased from 47.69% in 2018 to 59.03% in 2020
- Some improvements in applicant pool diversity
 - The % of Hispanic Classified Professional (CP) applicants increased, from 46.54% (part-time) and 47.79% (full-time) in 2018 to 57.75% (part-time) to 52.03% (full-time)
 - The % of African-American Faculty (FAC) applicants was higher than overall MCCD employee %, MCCD FAC %, MCCD student % and Merced County %
 - The % of Asian Faculty (FAC) applicants was higher than overall MCCD employee %, MCCD FAC %, MCCD student % and Merced County %
 - The % of Hispanic Administrator/Management (MGR) applicants increased, from 25.31 in 2018 to 39.58% in 2020
- More American Indian/Alaskan Natives are hired across the three groups (NOTE: sample size is small)
- More local applicants are hired to CP positions, going up from 83.72% in 2018 to 84.21% in 2020

Opportunities for Improvement

- The % of female Faculty (FAC) applicants was lower than the overall MCCD employee %, MCCD FAC %, MCCD student % and Merced County %
 - The percent of female Faculty (FAC) part-time (PT) applicants decreased from 61.07% in 2018 to 41.45% in 2020
 - The percent of female Faculty (FAC) full-time (FT) applicants decreased from 27.94% in 2018 to 24.63% in 2020
- The % of African-American Administrator/Management (MGR) applicants decreased, from 12.31% in 2018 to 7.64% in 2020
- The % of American Indian/Alaskan Native Administrator/Management (MGR) applicants decreased, from 3.08% in 2018 to 1.39% in 2020 (NOTE: Sample size is small)
- Fewer African-Americans are hired for FAC positions
- Fewer Asians are hired for CP and Faculty positions
- Males and White, non-Hispanic have the highest % of hires based on number of apps for MGR positions

DEI Changes to Recruitment

The following changes in recruitment occurred in 2020-2021 in response to HR review of diversity data.

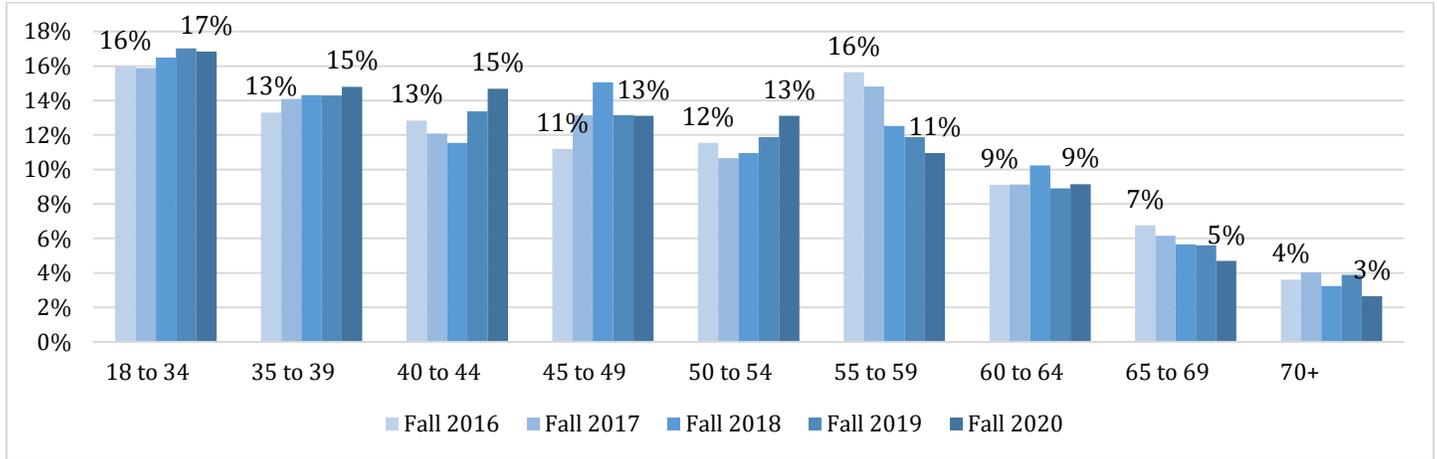
1. Created recruitment video
2. Providing all applicants timely communication when initial application is received
 - a. Includes explanation of process for adjunct pools and includes recruiter contact information
3. Selection committee EEO training has been updated and is now being delivered synchronously
 - a. Includes bystander/bias training and best practices
4. Updated communication templates in NeoGov for every step of the recruitment process
 - a. Added contact information, logo, and EEO verbiage
5. Updated EEO self-identification categories
 - a. Made it voluntary disclosure
 - b. Updated verbiage
6. Reviewed/updated diversity statement verbiage and requirements
7. Updating links to our career page.
 - a. Will be linking "How to Apply" file
 - b. Will also add FAQs once completed
8. Created Recruitment FAQs
 - a. Provide all applicants with detailed information about our hiring processes
9. Reviewing benefits information that is posted with recruitments
10. Discussion of blind screening
 - a. Will pilot the process for a future management recruitment
11. Developing selection committee toolkit/training guide
12. Plan to send handwritten thank you notes and tokens to finalists who are not selected
13. Updated supplemental section of job announcements
 - a. Clear instructions
 - b. Added EEO statement
14. Select diverse committee panel members when available
15. Confirm diversity of pool prior to selecting which candidates will move forward to interviews
16. Requiring assessments for all classified professional recruitments
17. Discussing each candidate and making notes during the screening meeting
18. Discussing strengths/weaknesses after each interview

A prior change to recruitment (2019) includes the following:

19. No longer requiring or accepting letters of recommendation in order to reduce bias against marginalized groups

Succession Planning

Employee Age Groups (combined)



Source: Colleague

Definitions

For the Age Distribution data sets, the following are true:

Adjuncts have been excluded as their designation is “temporary employee” and they do not typically “retire” from the college. Short-term and substitute employees have similarly been excluded from the data.

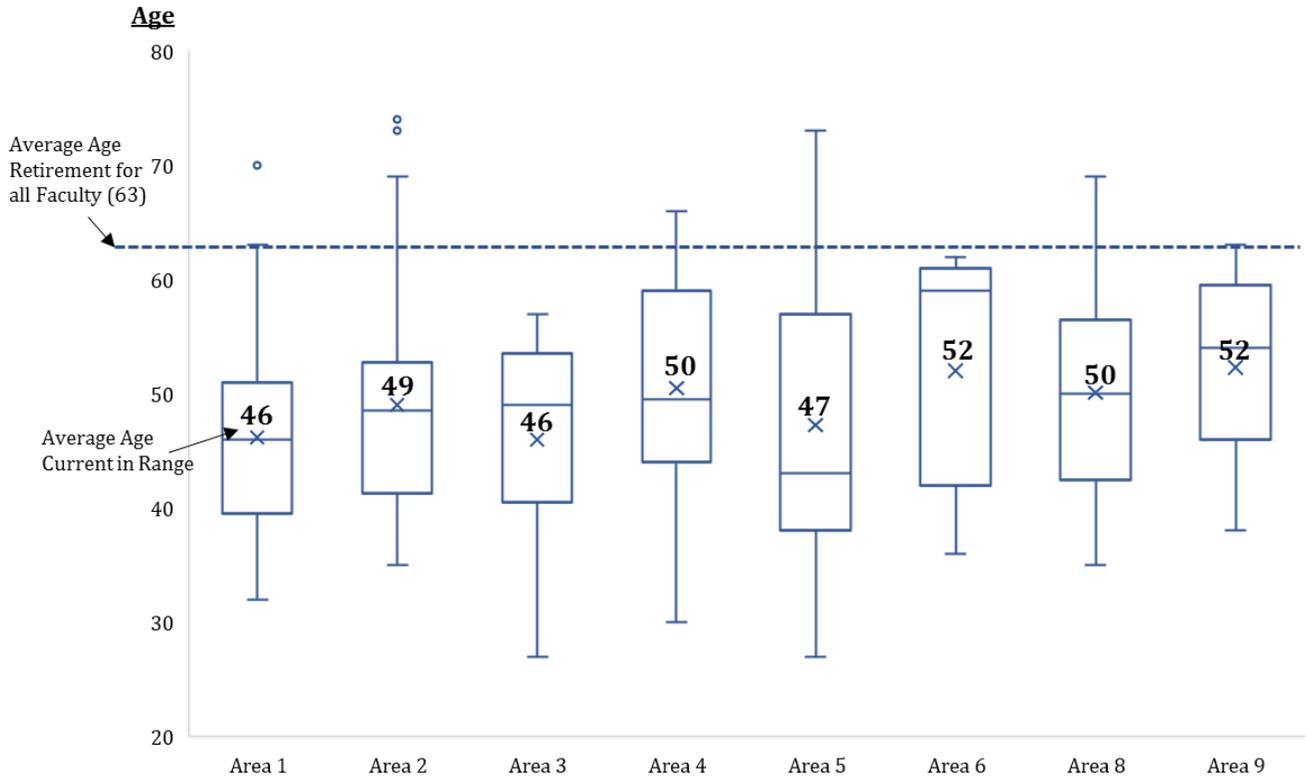
Employee data is based on current employees for the academic year 2022 (starting 07/01/2021). For all faculty, the data set includes anyone who taught in Summer 2021 or scheduled to teach in Fall 2021.

Faculty are represented as an unduplicated number. For faculty that teach across areas or “schools of”, their placement was based on their primary teaching discipline.

Confidential employees and police officers are included in the above data and have been placed based on the salary range that most closely corresponds to the classified salary schedule.

Instructional Areas reflect the state of areas at the start of academic year 2022 as changes had not occurred at the time data was pulled and presented (September 2021).

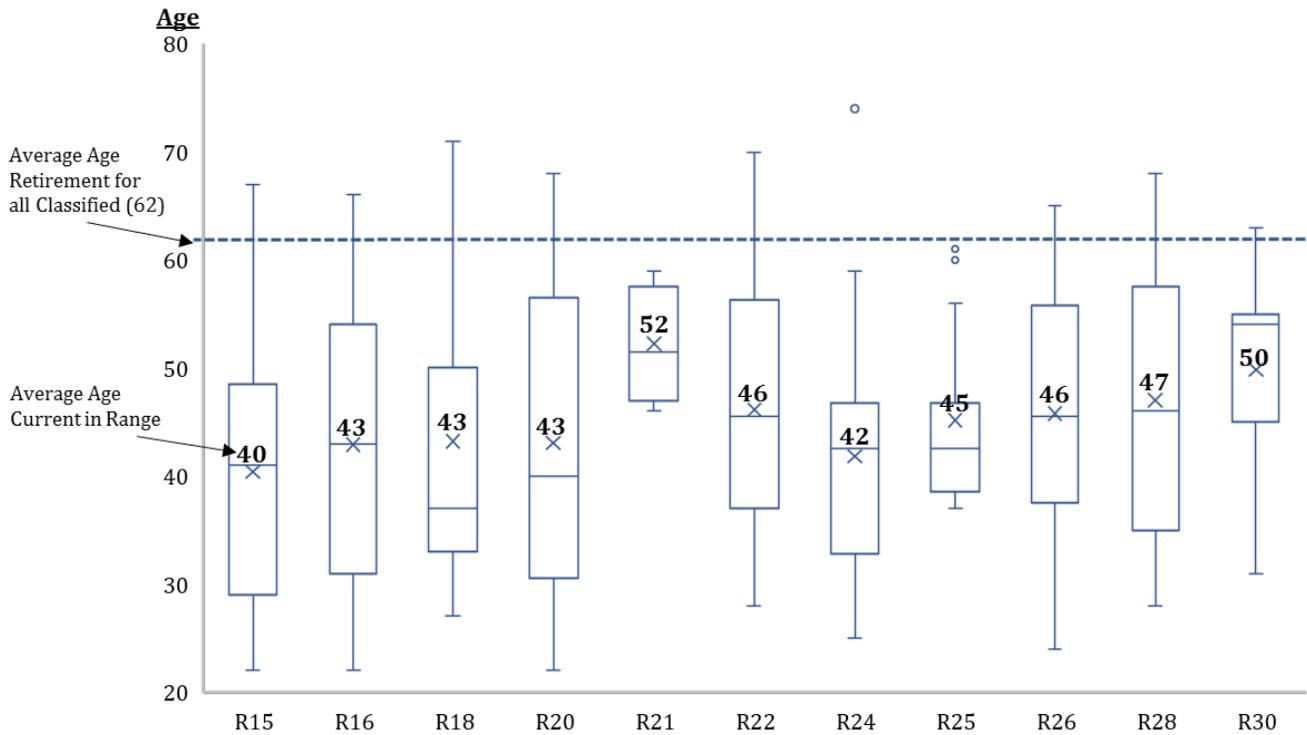
Tenured/Tenure-Track Faculty Distribution by Area and Age: Spring 2022 (September)



Source: Colleague

Area	Area 1 STEM	Area 2 English/ Hum.	Area 3 Ag/ Inds. Tech	Area 4 Health & Safety	Area 5 Arts & Soc. Sci.	Area 6 LRC & DE	Area 8 Stu Svcs.	Area 9 Bus & AE
Number of Employees @ Start of AY 2022	40	35	15	30	22	5	18	7
Avg. Retirement Age	60	63	63	62	62	65	66	68

Classified Professionals Distribution by Range and Age



Source: Colleague

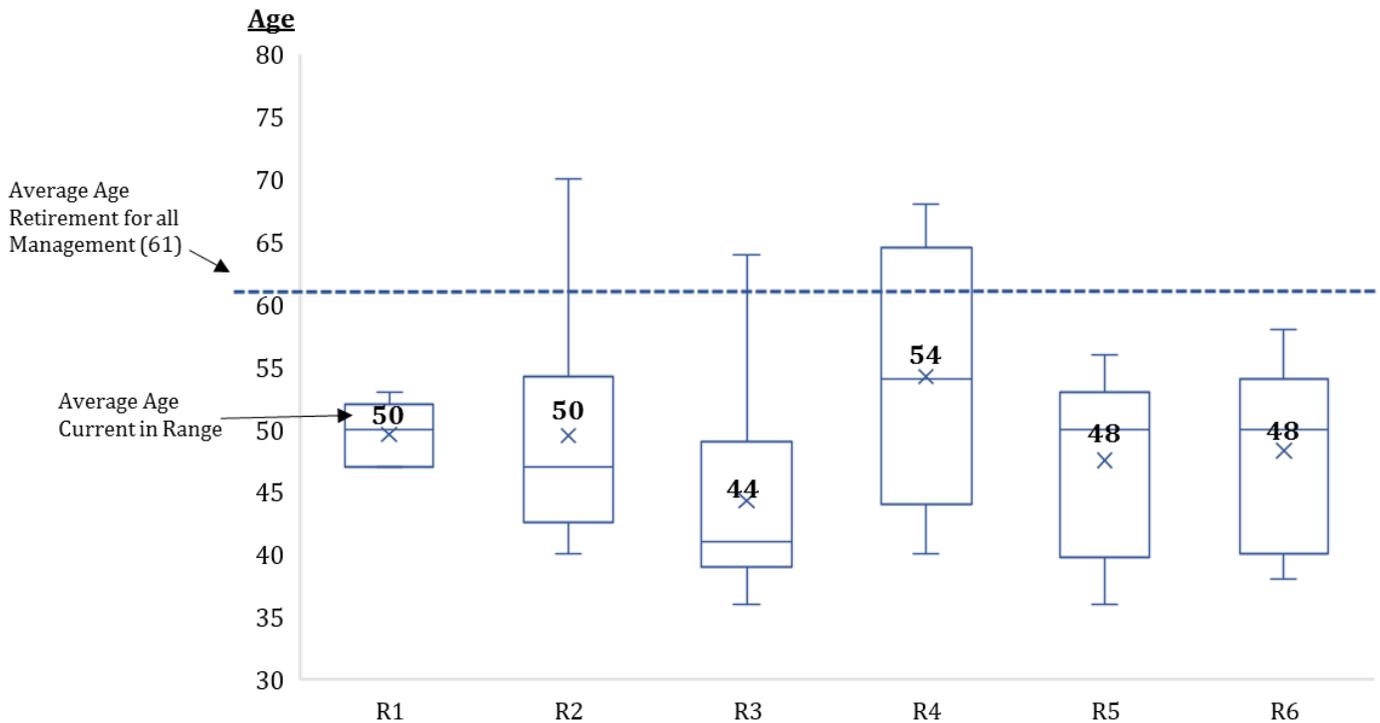
Modified Range*	15	16	18	20	21	22	24	25	26	28	30
Number of Employees @ Start of AY2022	27	45	15	47	8	40	24	14	26	11	13
Avg. Retirement Age	64	69	62	61	68	62	58	n/a	59	70	64

Note:

The following ranges have been combined to protect the privacy of employees in ranges containing six or fewer total employees:

- Range 15 = Ranges 11 through 15
- Range 18 = Ranges 17 and 18
- Range 26 = Ranges 26 and 27
- Range 28 = Ranges 28 and 29
- Range 30 = Ranges 30 through 35

Administrator/Management Distribution by Range and Age



Source: Colleague

Note:

The following ranges were condensed to protect privacy. Letter codes were converted to numerical codes.

- Range 1 = AVP and VP
- Range 2 = Deans
- Range 3 = Ranges 1 and 2
- Range 4 = Ranges 4 and 5
- Range 5 = Range 8 and 9
- Range 6 = Range 10 through 14

Definitions

For the “Leaves” and Retirements data sets, the following are true:

Employee data is based on current employees that have left or retired since AY2016 (07/01/2016)

“Leaves” are true departures from the college. Employees that changed classifications or positions but still are employed at the college are not included.

“Years Worked” is determined based on hired date of first position and end date of last position (first and last positions may not be the same).

Adjunct Faculty are not included.

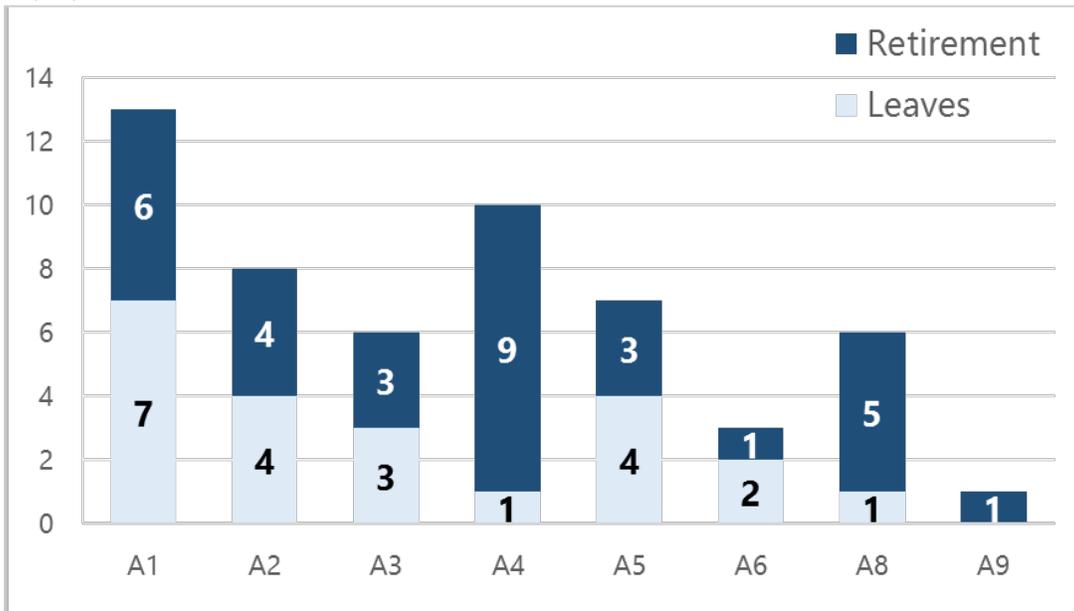
The source of all data is Colleague.

For Full-Time Faculty, the following charts provide context:

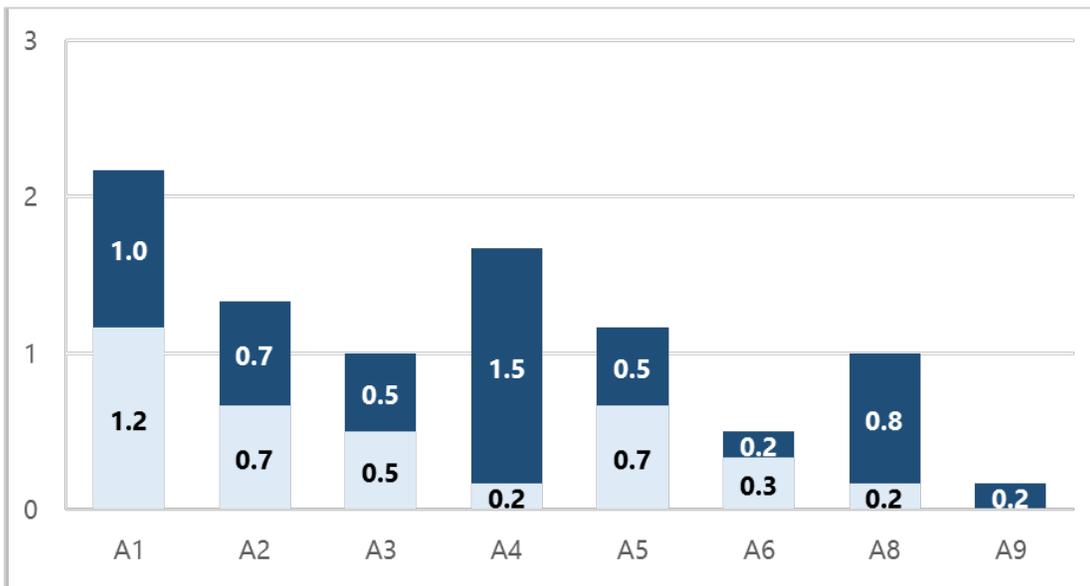
Count of Full-Time Faculty at start of AY2022								
1 STEM	2 English/ Hum	3 Ag/ Inds. Tech	4 Health & Safety	5 Arts & Soc. Sci.	6 LRC & DE	8 Stu Svcs.	9 Bus & AE	
40	35	15	30	22	5	42	7	

Average Number of Years Worked at the College at Leave/Retirement									
	All	A1	A2	A3	A4	A5	A6	A8	A9
Leaves	8	6	5	17	3	12	1	5	-
Retirements	22	22	18	20	18	27	25	30	13

Full-Time Faculty by Area: Number of Leaves and Retirements



Full-Time Faculty by Area: Average Leaves and Retirements per Year



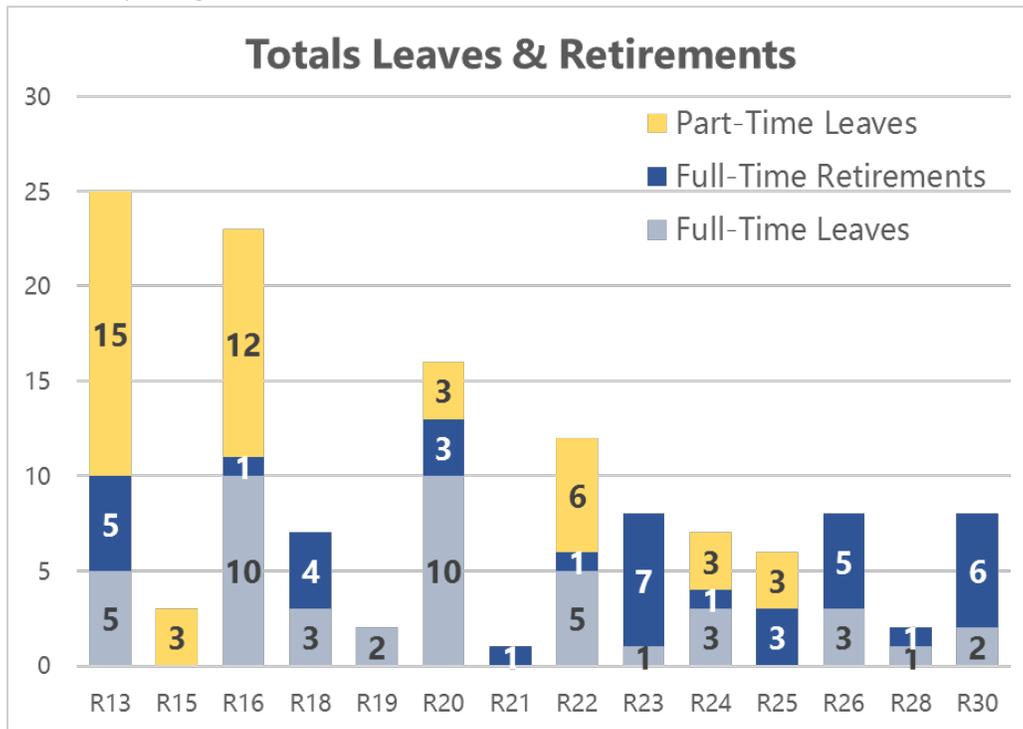
For classified professionals, the following charts provide context:

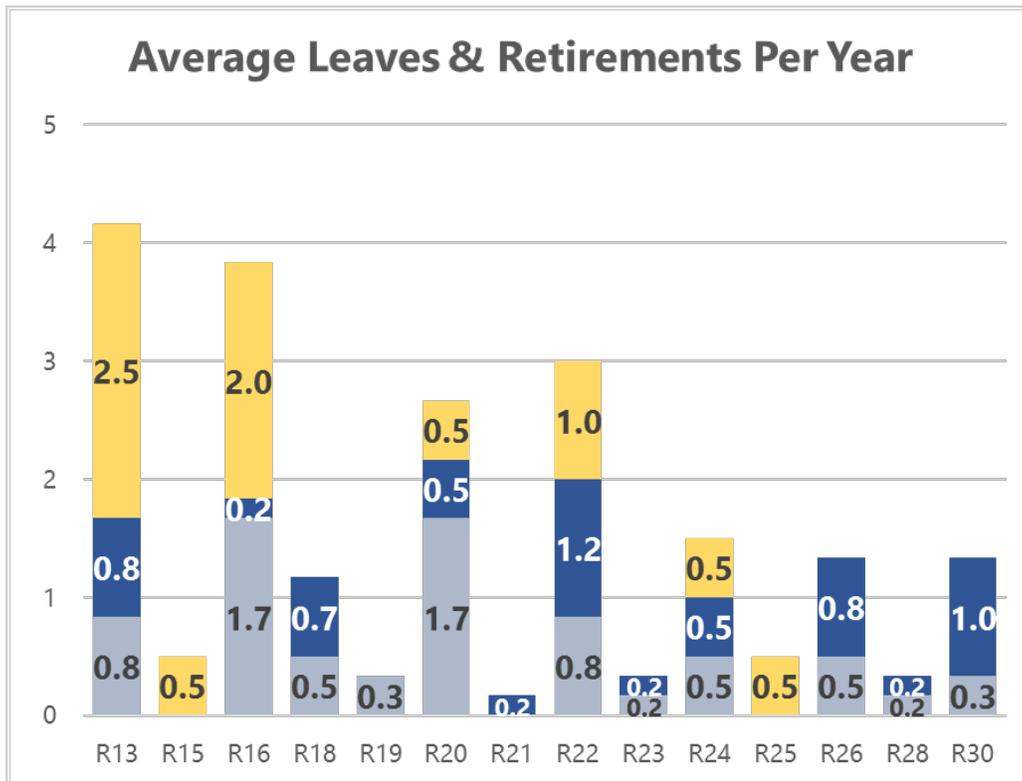
Count of Classified at Start of AY2022											
R13	R15	R16	R18	R19	R20	R21	R22	R23	R24	R25	R26
21	6	45	17	48	8	40	24	14	23	11	13

Average Number of Years at MCCD Before Leave and Retirement

Average Number of Years Worked at the College Before Leaving or Retirement															
	All	R13	R15	R16	R18	R19	R20	R21	R22	R23	R24	R25	R26	R28	R30
FT Leaves	6	4	-	4	1	2	5	-	10	20	5	-	12	6	3
FT Retirement	22	19	-	15	19	-	26	29	30	23	25	-	16	15	19
PT Leaves	7	10	2	9	-	-	2	2	5	-	1	2	-	-	-

Classified Professionals by Range: Number of Leaves and Retirements



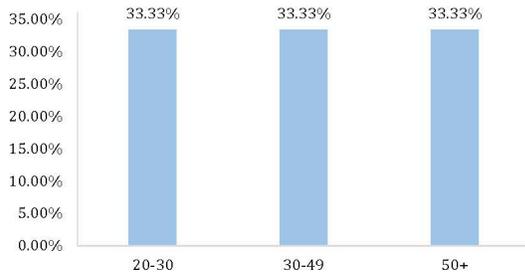


Classified Employee Age Distribution: Particularly Impacted Job Titles

CDC Teachers, Total: 18

[Fall 2020 MC Employees](#)

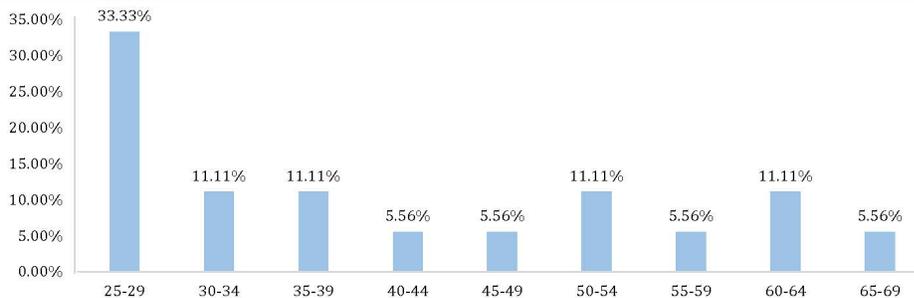
CDC Teacher, Condensed Disaggregated Age Groups



Highlights

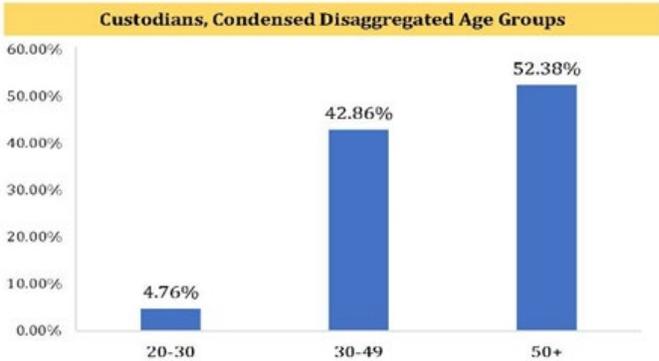
- Looking at the condense disaggregation, age ranges were distributed equally
- Majority of CDC teachers were 25-29
- There were a total of four (4) CDC teachers who are 55 or older

CDC Teacher, Expanded Disaggregated Age Groups



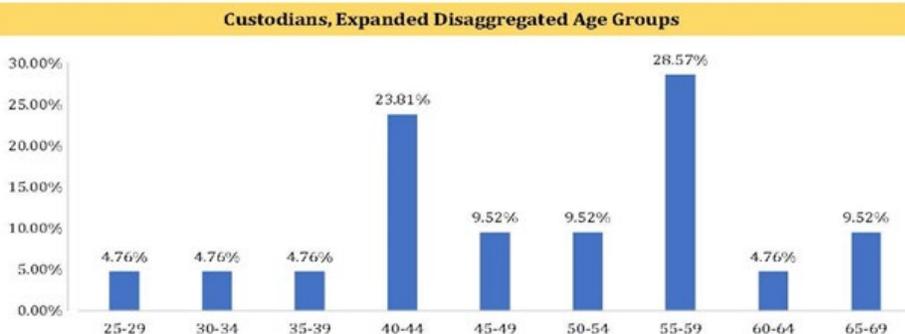
CDC Teacher	#
25-29	6
30-34	2
35-39	2
40-49	1
45-49	1
50-54	2
55-59	1
60-64	2
65-69	1
Grand Total	18

Custodians, Total: 21



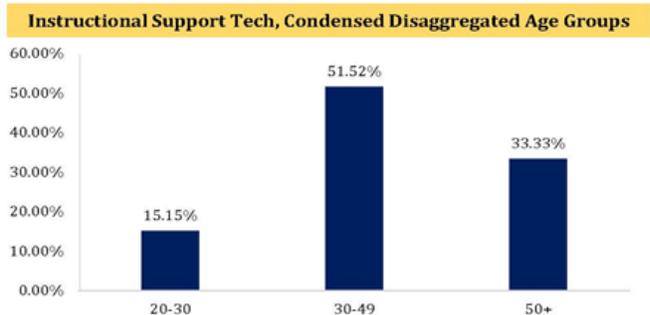
Highlights

- Majority were 50 years or older (11), with 28% in the 55-59 age range
- The largest expanded disaggregated group (6) were ages 55-59, but the next largest age group (5) was 40-44
- Three (3) custodians are specifically designated for Area 7 and one (1) for Area 4 (CDC Custodian)



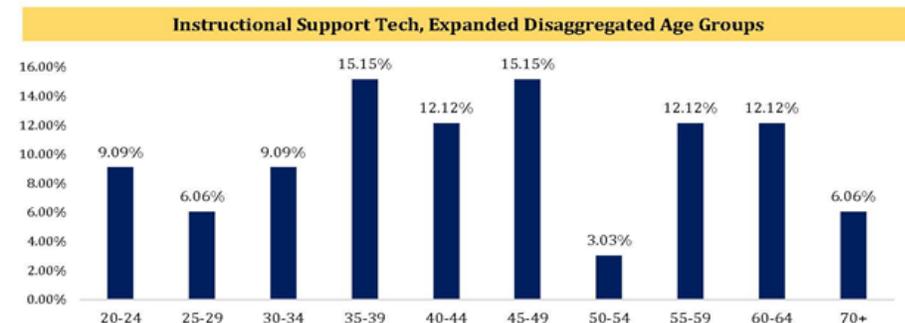
Custodian	#
25-29	1
30-34	1
35-39	1
40-44	5
45-49	2
50-54	2
55-59	6
60-64	1
65-69	2
Grand Total	21

Instructional Technicians, Total: 35



Highlights

- Over two-thirds (23) of Instructional Technicians were 49 or younger
- 10 technicians were 55 or older
- Instructional Technicians have a wide variety of job titles* so the skills sets may differ and combining them as one group may not be relevant for this succession review
- Average number of techs per area was four (4)
 - Number of techs per area
 - A1: 4 A3: 7 A4: 6 A5: 2
 - A6: 7 A7: 6 A9: 1 Instruction: 2

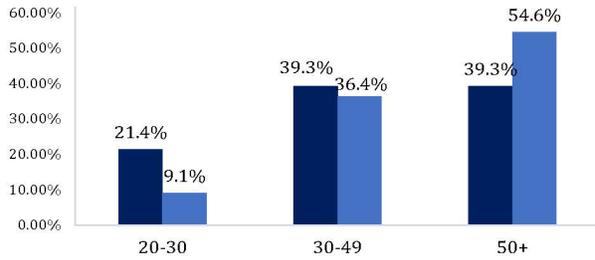


Instructional, Technicians	#
20-24	3
25-29	2
30-34	4
35-39	5
40-44	4
45-49	5
50-54	1
55-59	4
60-64	4
70+	2
Grand Total	35

Instructional Technicians Job Titles: Instructional Support Tech II, Lab Technician, CDC Office Technician, CDC Food Services Tech I/II, Library/Media/Bookstore Tech I, Library / Media Tech I, Stage Tech I, Library/Media Tech II, Academic Support Technician, Instructional Support Tech III, Office Technician, CDC Food Services Tech II

Program Assistants, Total: 28

Program Assistant, Condensed Disaggregated Age Groups



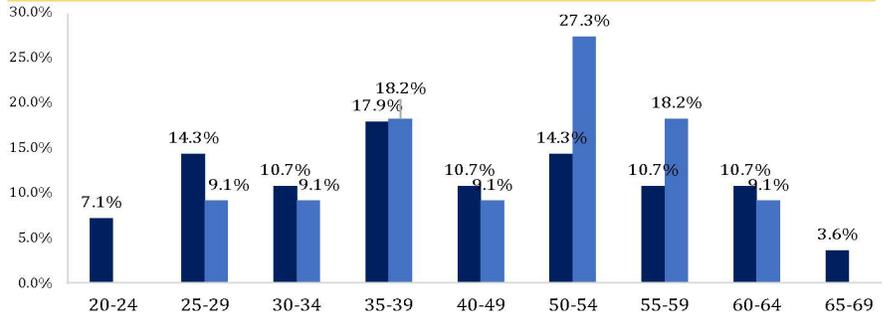
Graph Legend

- All Program Assistants
- Equity Program Assistants (N: 11)

Highlights:

- All program assistants* (left) were dispersed across a wide age range, with equal distribution between 30-49 and 50+
- Equity program assistants (right) leaned more towards the 50+ range

Program Assistant, Expanded Disaggregated Age Groups

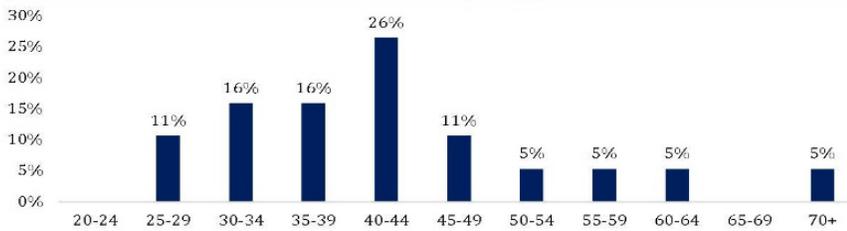


Program Assistant*	#
20-24	2
25-29	4
30-34	3
35-39	5
40-49	3
50-54	4
55-59	3
60-64	3
65-69	1
Grand Total	28

*Specific "Program Assistant" Job Titles: Career/Transfer Center Assistant, Editorial Office Assistant, Student Services Assistant, Program Assistant, Training Assistant, Student Health Assistant, & Theater Production Assistant, PA's are employed in Counseling, External Relations, Outreach, Equity, and Areas 4,5,6,7 & 9

Adjunct Faculty Age Distribution: By Discipline

Counselors (N: 19)

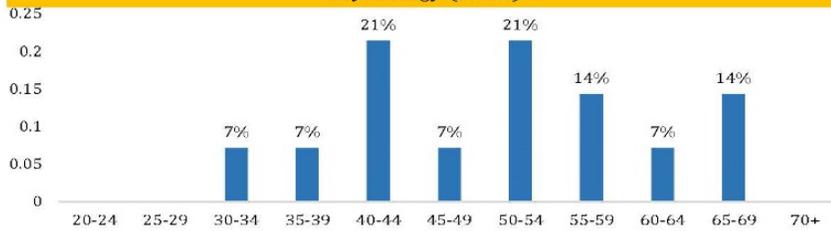


Counselor Highlights

- 79% of counselors were 49 or younger

Counselors Adjuncts	
20-34	5
35-49	10
50+	4
Total	19

Psychology (N: 15)

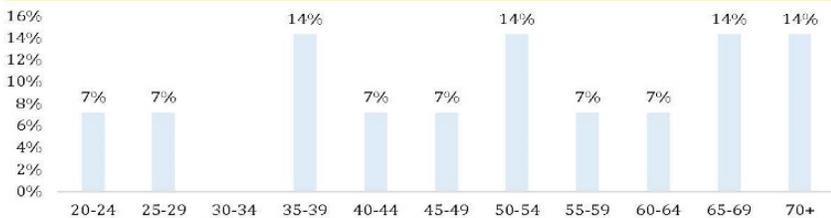


Psychology Highlights

- 53% of Psychology adjuncts were 50 or older

Psychology Adjuncts	
20-34	2
35-49	5
50+	8
Total	15

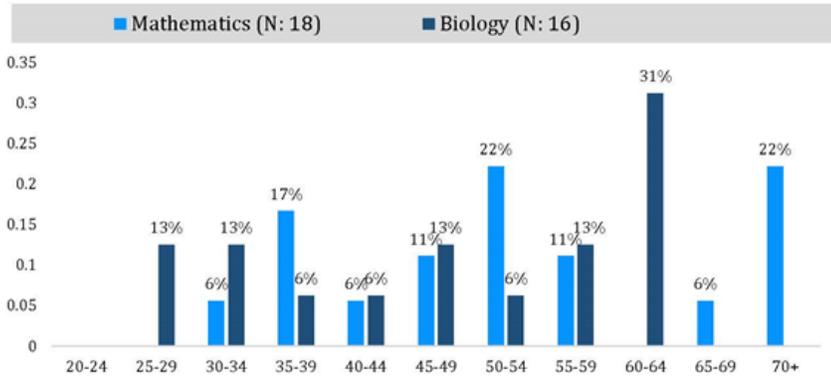
English (N: 14)



English Highlights

- 43% of English adjuncts were 50 or older

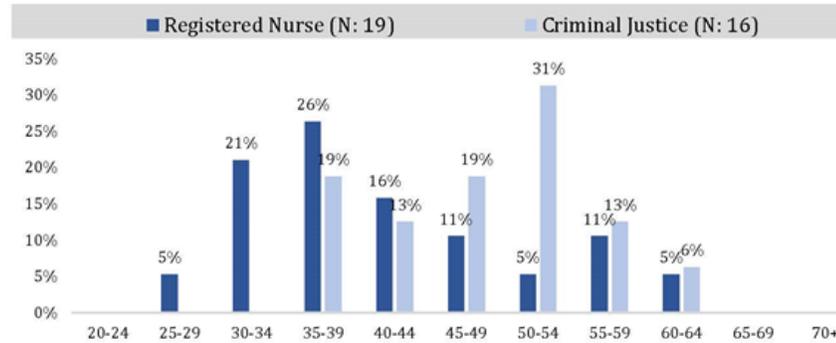
English Adjuncts	
20-34	4
35-49	4
50+	6
Total	14



Math/Biology Highlights

- 61% of math adjuncts are 50 or older
- 50% of biology adjuncts are 50 or older

	MATH (left bar)	BIOL (right bar)
20-34	1	4
35-49	6	4
50+	11	8
Total	18	16



Registered Nurse/ Criminal Justice Highlights

- 70% of registered nurse adjuncts are 49 or younger
- 50% of criminal justice adjuncts are 50 or older

	REGN (left bar)	CRIM (right bar)
20-34	5	0
35-49	10	8
50+	4	8
Total	19	16

Succession Findings and Recommendations

Overall, the data demonstrates that Merced College has not had a problem with attrition to date. “The Great Resignation” has impacted the ability to hire, but the College has not experienced an increased loss in number of employees.

However, in several areas/job categories explored in the data above, the responsible manager does need to develop a plan for replacing retiring employees over the next several years to ensure programmatic continuity.

One opportunity for succession planning is a “grow your own” program in which employees are provided skills development, cross-training, and leadership training opportunities in-house in order to grow into other job opportunities with the College. In Fall 2021, President Vitelli established the President’s Leadership Academy (PLA), an example of a “grow your own” program. The PLA presents an opportunity for current employees to explore leadership and management through interactive sessions, research-based principles, and best-practice examples and case studies.

Salary Data

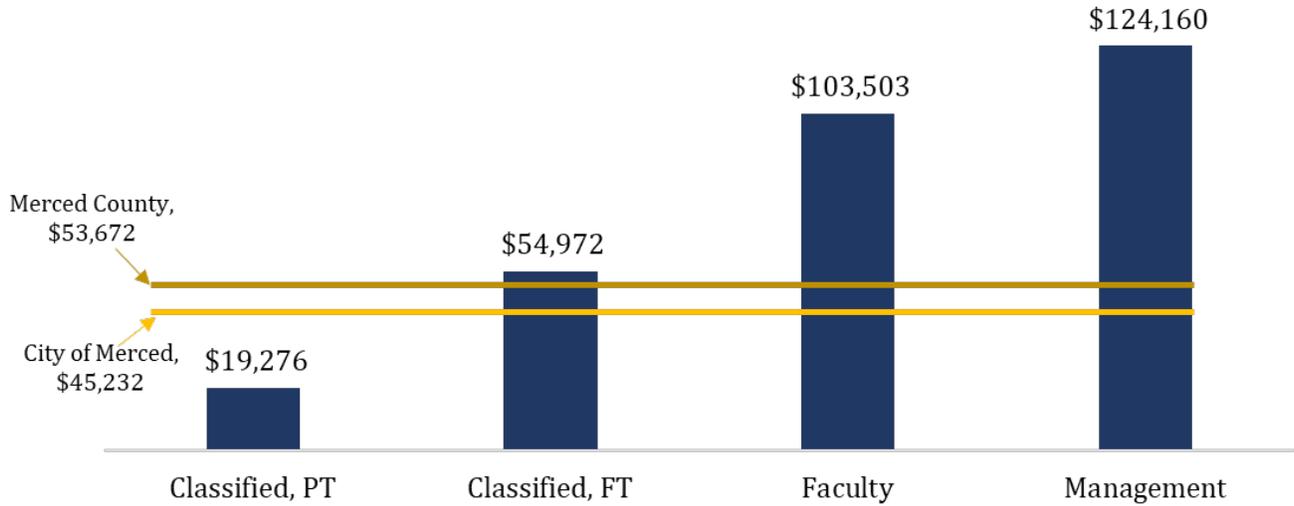
Historical Background

The District has made concerted efforts in recent years to adjust employee salaries for equity and retention. Below is an explanation of the increases by group over the last four collective bargaining cycles:

The results of those increases are reflected in the data provided in this section.

Academic Year 2021 median incomes for three full-time employee classifications were higher than the city and county median incomes based on available date (2019). The following excludes adjunct faculty:

Merced College Salaries vs. Merced City and County Median Incomes



MCCD Salary Source: Internal Payroll Records, AY2021 pay range

City & County Income Source: US Census Bureau Quick Facts, 2019

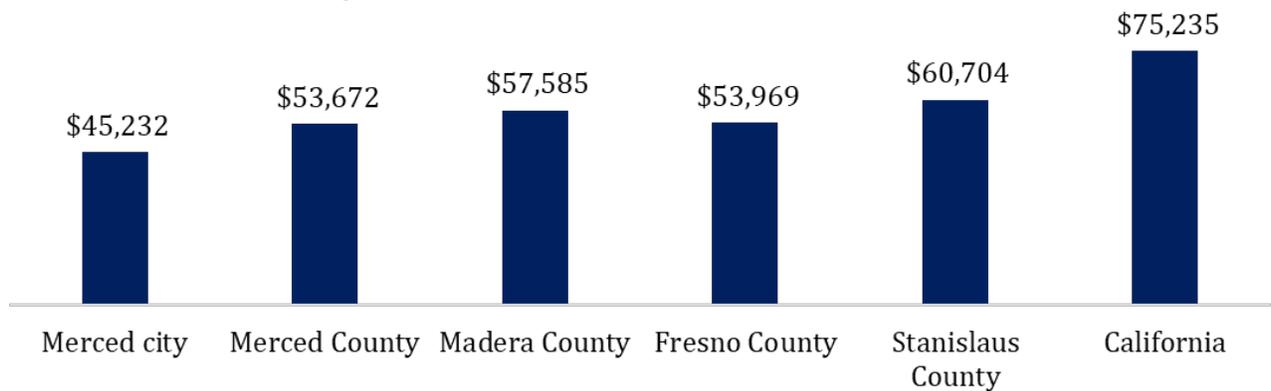
Actual Difference in Median Income

Classification	Above County Income	Above City Income
Classified, FT	\$1,300	\$9,740
Faculty	\$49,831	\$58,271
Management	\$70,488	\$78,928

MCCD Salary Source: Internal Payroll Records, AY2021 pay range

City & County Income Source: US Census Bureau Quick Facts, 2019

Median Household Income in Region and State



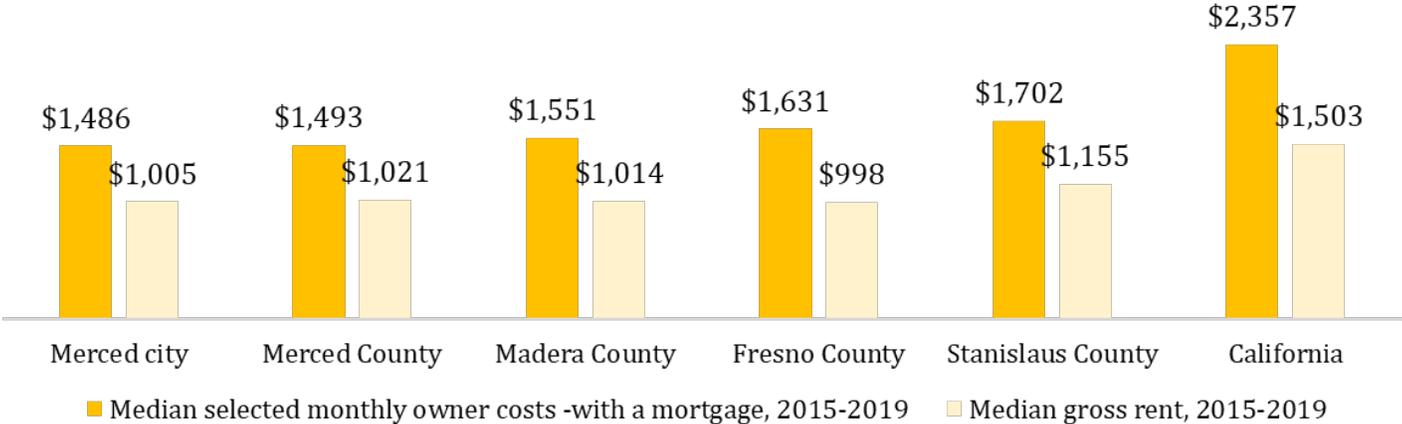
Source: US Census Bureau Quick Facts, 2019

MCFA SALARY INCREASES		CSEA SALARY INCREASES		POA SALARY INCREASES	
Agreement Period	Notes	Agreement Period	Notes	Agreement Period	Notes
2018-2021		2018-2021		2019-2022	

4% - FT Faculty	Effective January 1, 2019	10%	Effective January 1, 2019	31.14%	July 1, 2019 - June 30, 2022
8% - for Adjunct Faculty	Effective January 1, 2019	2.5%	Effective July 1, 2019 - June 30, 2020		
CTE Faculty placement	Effective Fall 2019	2.5%	Effective July 1, 2020 - June 30, 2021		
		Education Incentive: Bachelor's degree = \$300 Master's degree = \$1,000 Ph.D. = \$5,133	Effective January 1, 2019		
2015-2018		2013-2016		2016-2019	
4% - for FT & Adjunct Faculty	Effective July 1, 2018	No increase	July 1, 2013 - June 30, 2014	4%	Effective July 1, 2017
Compressed salary schedule	Effective July 1, 2017	1% across the board In addition, "if faculty receives compensation (not derived from modifications to health and welfare plans); classified staff will receive an equal increase, less 1%."	July 1, 2014 - June 30, 2015	Re-open salary and benefits if there are modifications to health and welfare plans.	July 1, 2015 - June 30, 2016
One-time longevity increase of 1% mini-step added to Class I/Step 14, Class II/Step 15, Class III/Step 16, and Class IV/Class 17.					
2012-2015		2010-2013		2014-2016	
"Salary schedule will be increased according to the attached formula (appendix C) to determine parity for the Central 14 Districts.		No increase other than the normal step increases and longevity increases.	July 1, 2010 - June 30, 2012	Normal step increases and longevity increases.	July 1, 2014 - June 30, 2015
				Re-open salary and benefits if there are modifications to health and welfare plans.	July 1, 2015 - June 30, 2016
2009-2012					

"The full-time faculty salary schedule was slightly above the mean of the Central 14, and there will be no increase in pay. As of January 1, 2012, there will be a 1% longevity increase for classes I-IV after an employee reaches the maximum of his/her range."					
--	--	--	--	--	--

Median Monthly Mortgage and Renter Costs in Region and State



Source: US Census Bureau Quick Facts, 2019

Salaries by Employee Group

The following data sets for permanent employee groups (Tenure-Track/Tenured Faculty, Classified Professional, and Management) are sourced from Colleague.

Full-Time Faculty

Salary data for full-time faculty is from Spring 2021.

Definitions

Base salary includes: Educational Incentives and Athletic Coaching duties

Stipends* for faculty include:

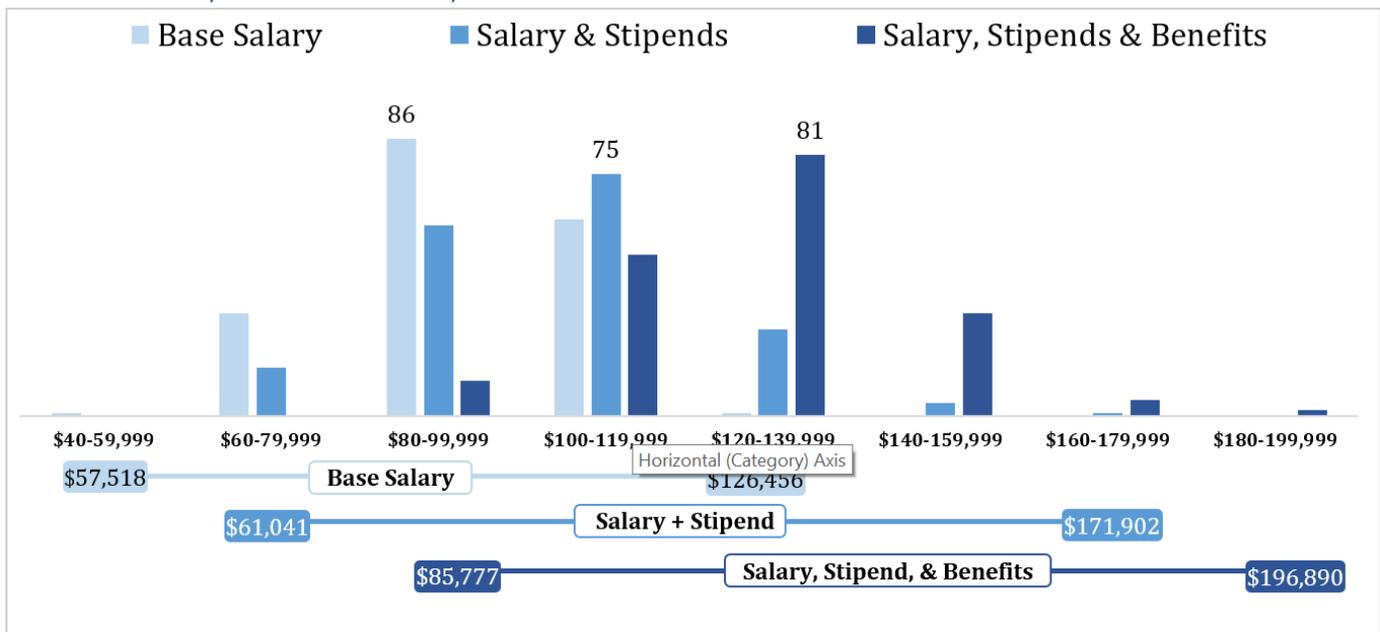
- Instructional overload
- Faculty mentoring
- Participation in student services activities such as Student Success Workshops and Extreme Registration
- Professional development (ex. CMOIT training)
- Grant writing
- Directing or coordinating programs/grants
- Cohort Assessment Trainer (CAT) duties
- Benefit corrections

*Payroll data for this research was pulled in April 2021; additional stipends may have been earned in 2020-21 after payroll data collected.

Stipends Summary	
Minimum	\$0
Maximum	\$76,423
Median	\$6,373
Average	\$10,635

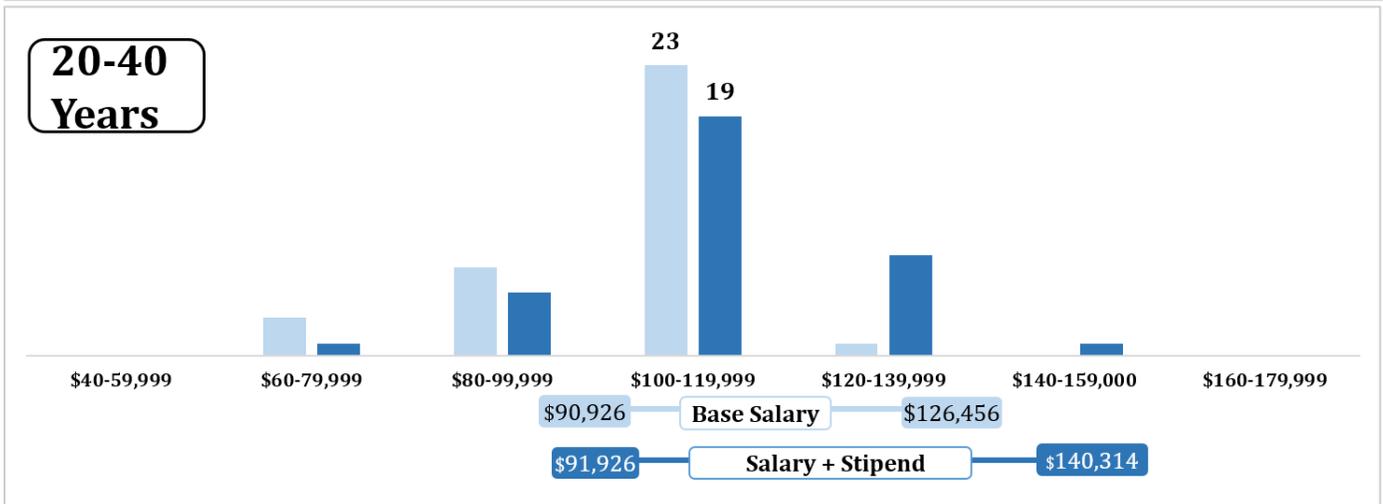
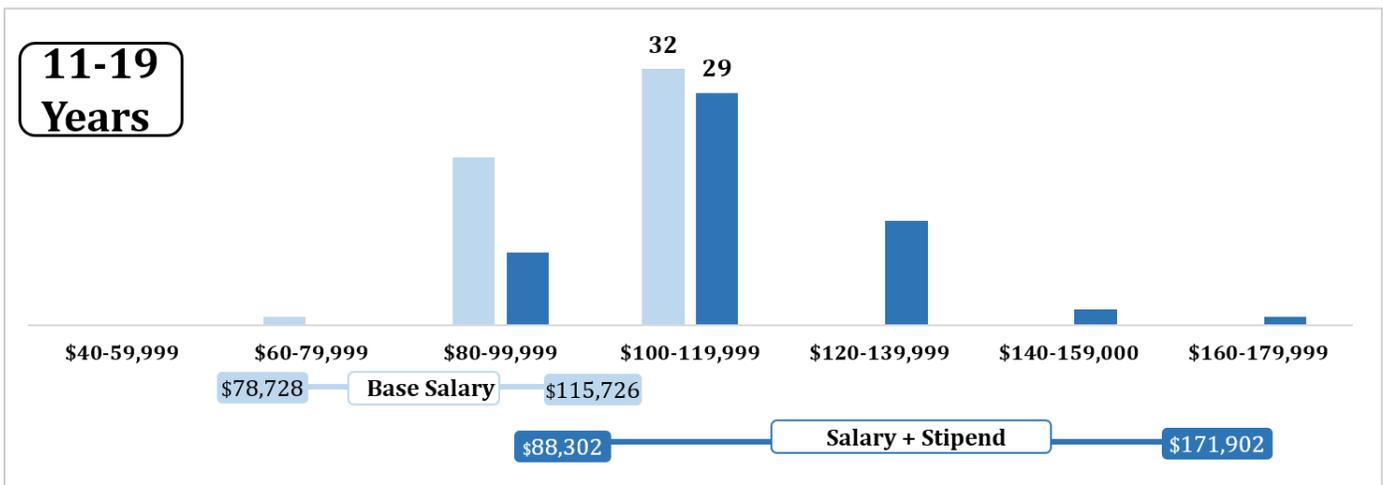
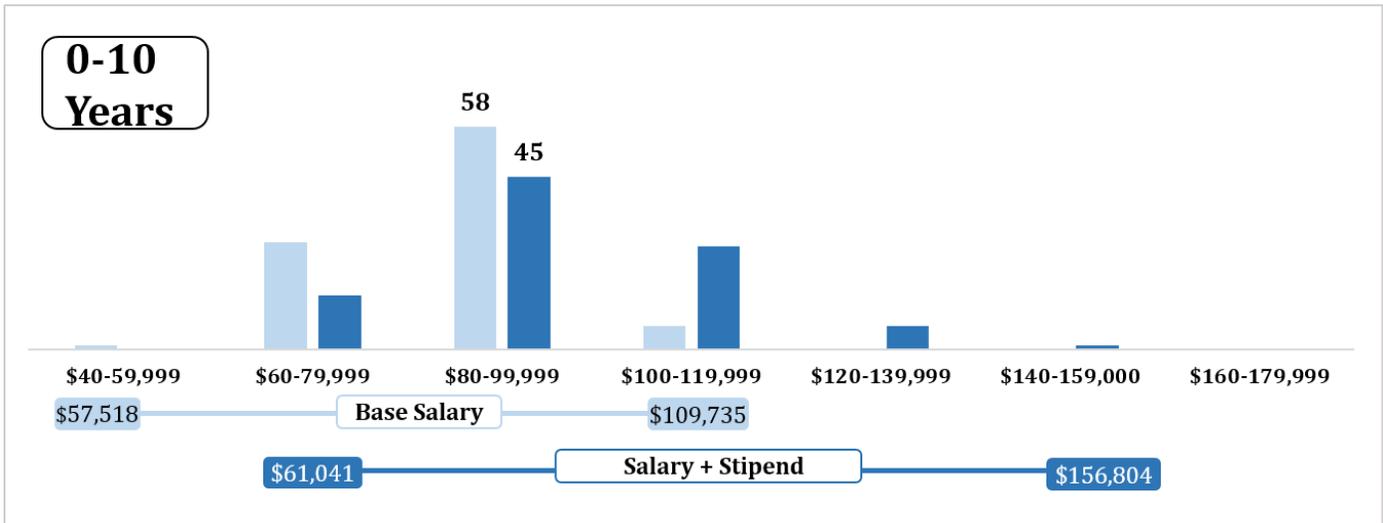
Total Stipend Earned Groups	# of Faculty Per Stipend Grouping
\$0	15
\$<1,000	23
\$01-9,999	70
\$10-19,999	41
\$20-29,999	17
\$30-39,999	8
\$40-49,999	4
\$50-59,999	2
\$70-79,999	1

Full-Time Faculty Salaries: Summary

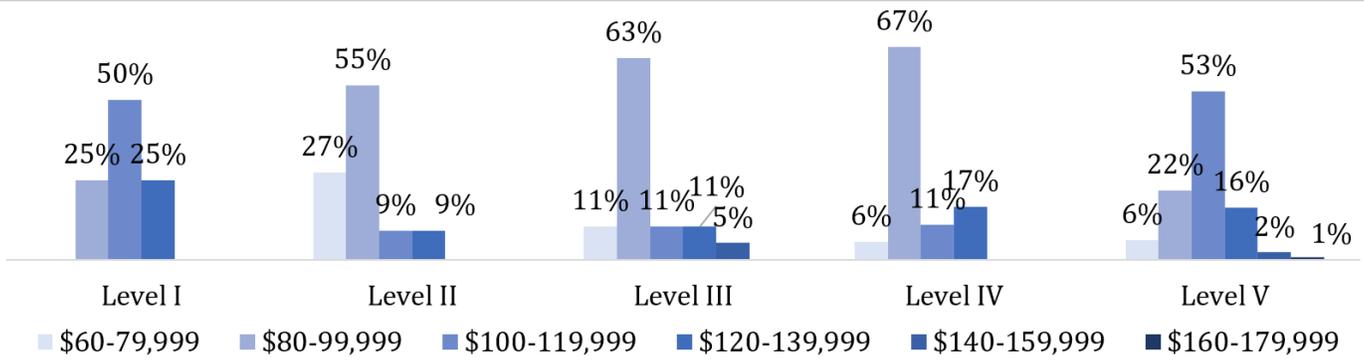
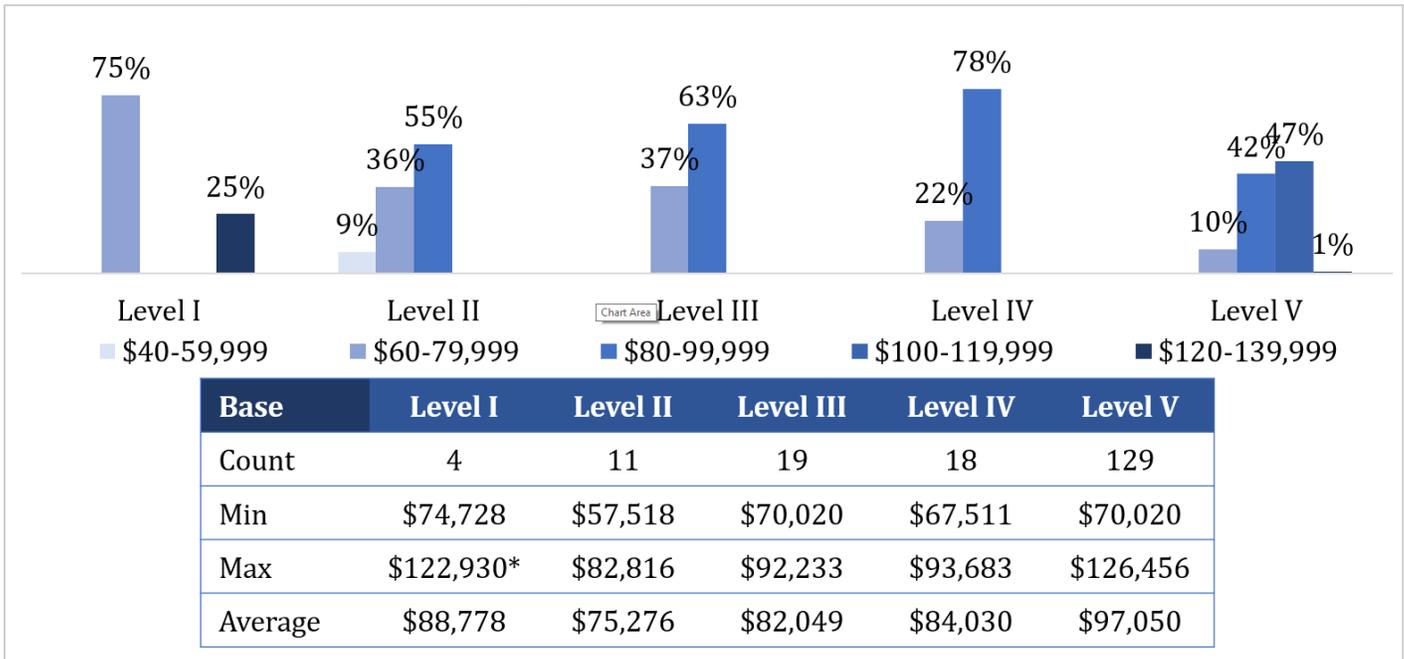


For the majority of faculty, the base salary ranges from between \$80,000 and \$139,999 annually.

Tenure-Track/Tenured Faculty Years Since Hire: Years 0-10



Tenure-Track/Tenured Faculty Salaries by Class Level



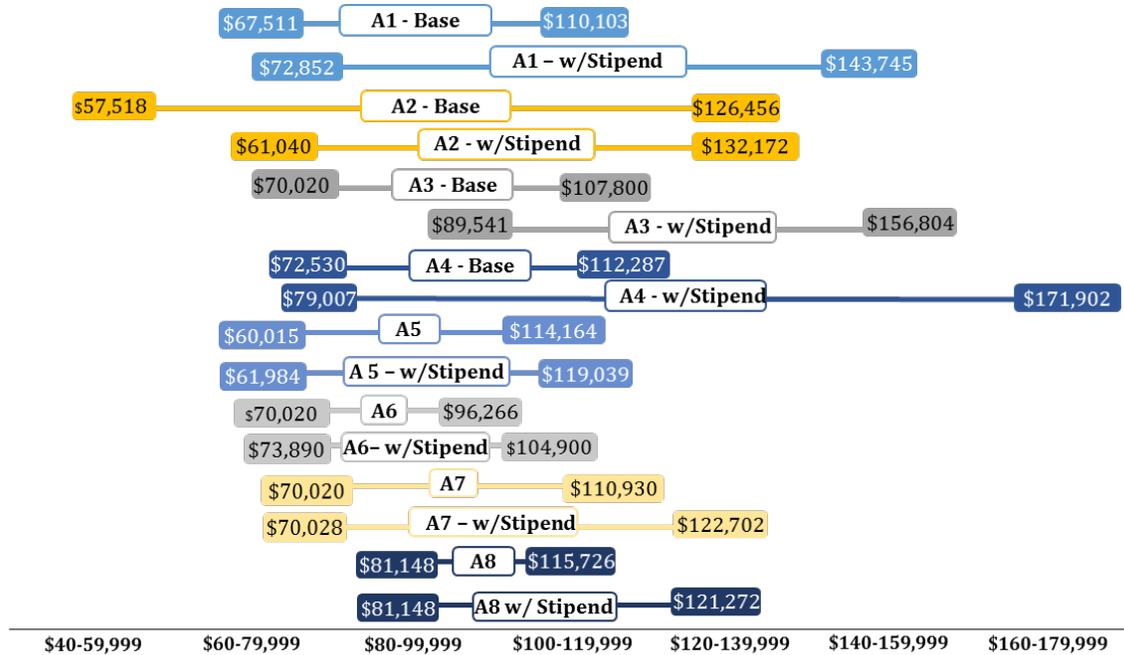
Most faculty (71%) are working in the Class Level V range. As seen with all other disaggregated data, the more important factor in earnings is not class level, but instead, the amount of stipends a faculty earns throughout the year.

Tenure-Track/Tenured Faculty by Area

For this data set, the areas as defined below:

Area 1	Science, Math, Engineering	Area 2	English, Humanities, Honors, Work Study
Area 3	CTE (Ag, Industrial Tech, Business)	Area 4	Allied Health, Child Dev, Public Safety, Kinesiology
Area 5	Fine & Performing Arts & Social Sciences	Area 6	Learning Resource Center
Area 7	Los Banos	Area 8	Student Services

Salary Ranges by Area: Comparison of Base Salary to Salary with Stipends

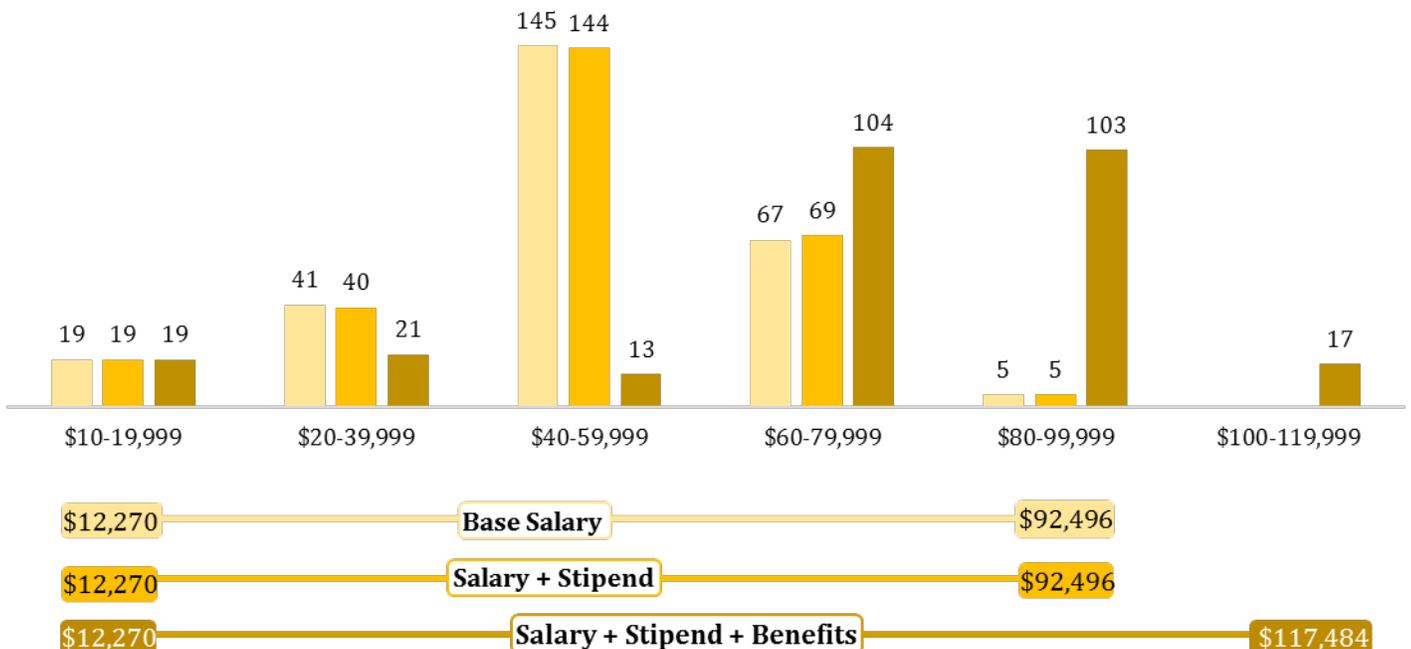


The data sets above demonstrate that faculty in Areas 3 and 4 earn the greatest increase in stipend work, whereas counseling faculty have the highest base pay overall due to the assignment of extra days.

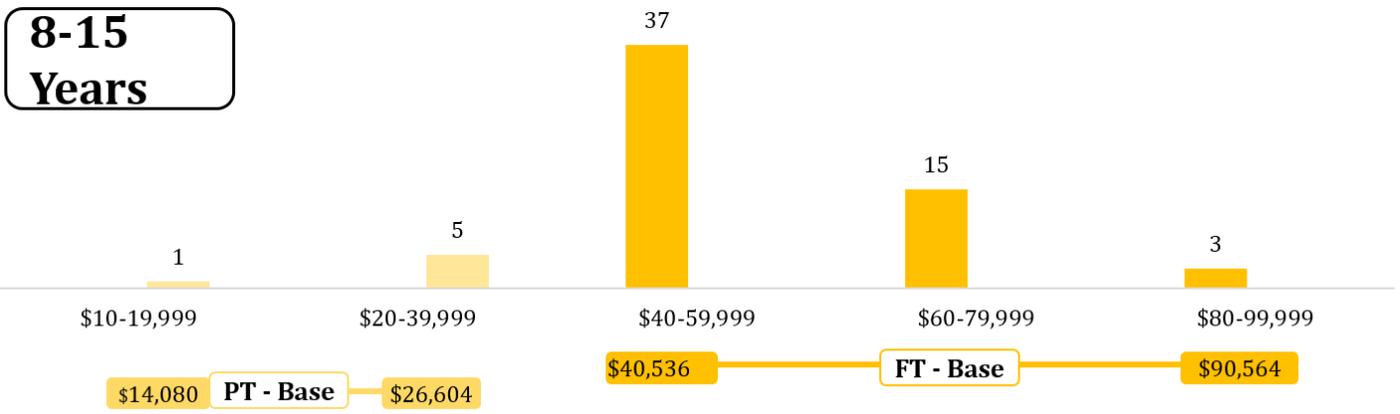
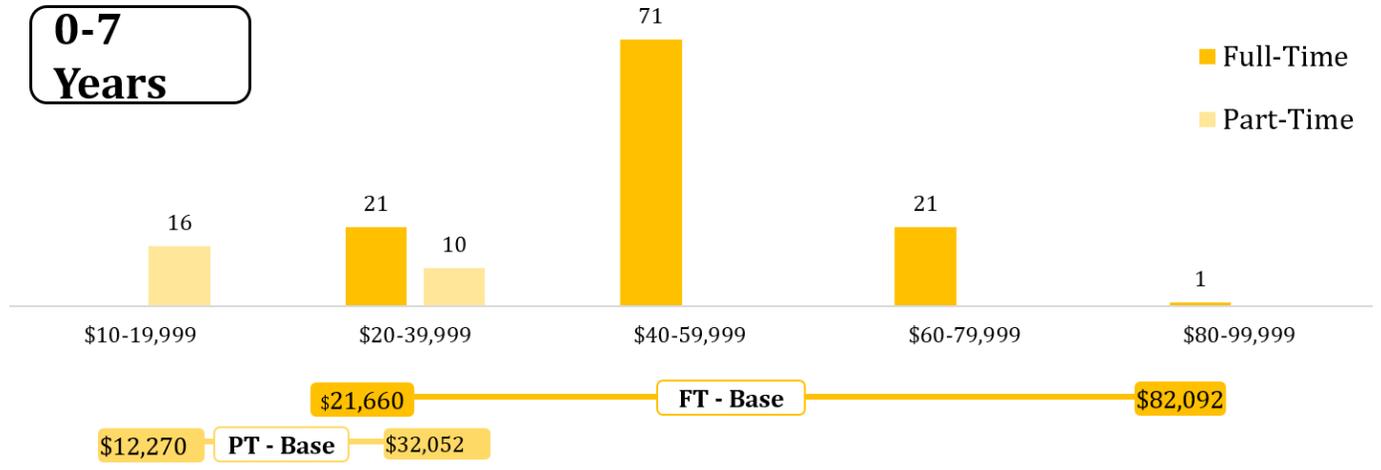
Classified Professionals

Classified Professional Salaries: Summary

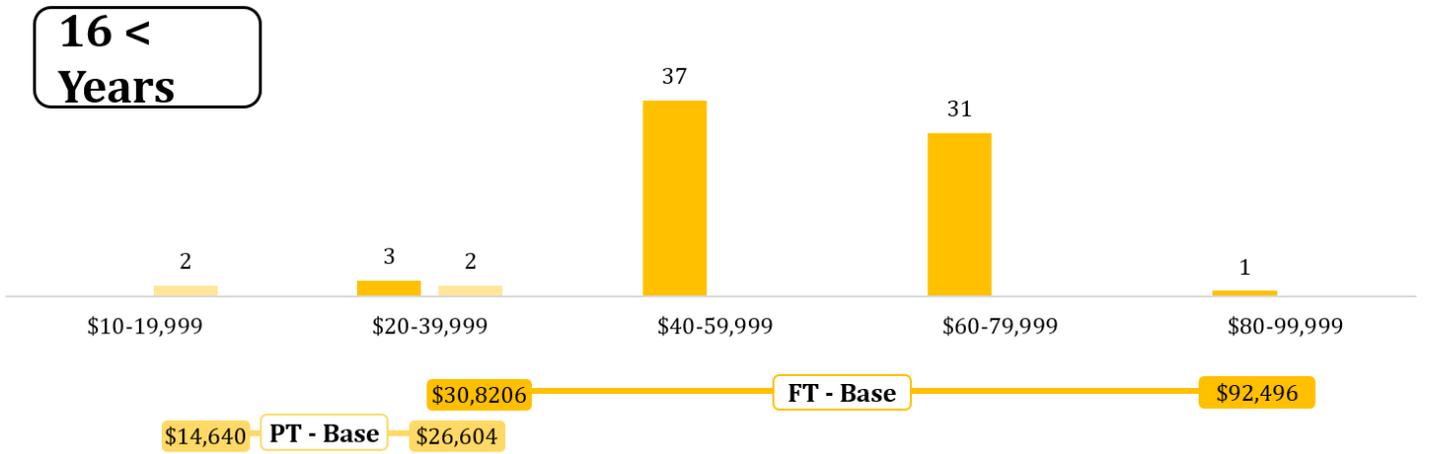
■ Base Salary ■ + Stipend ■ + Stipend + Benefits



Classified Professional Salaried by Years of Service



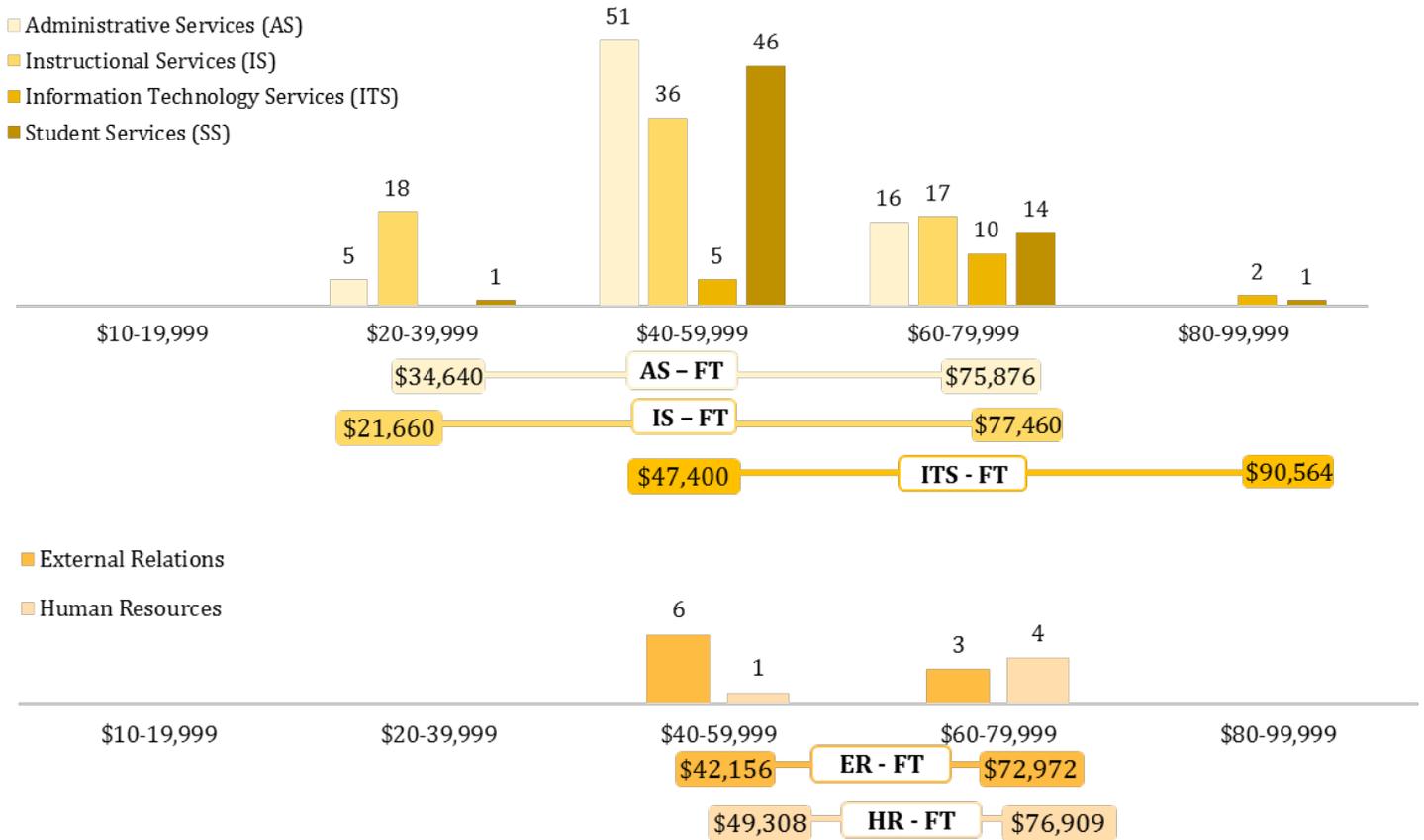
Sixty-one total classified professionals employed during the measurement period have served between 8 and 15 years.



Seventy-six total classified professionals, or 27% of classified professionals employed during the measurement period, have more than 16 years of service with Merced College.

Combined, almost half, or 49.4% of classified professionals employed during the measurement period, have more than 8 years of service with Merced College.

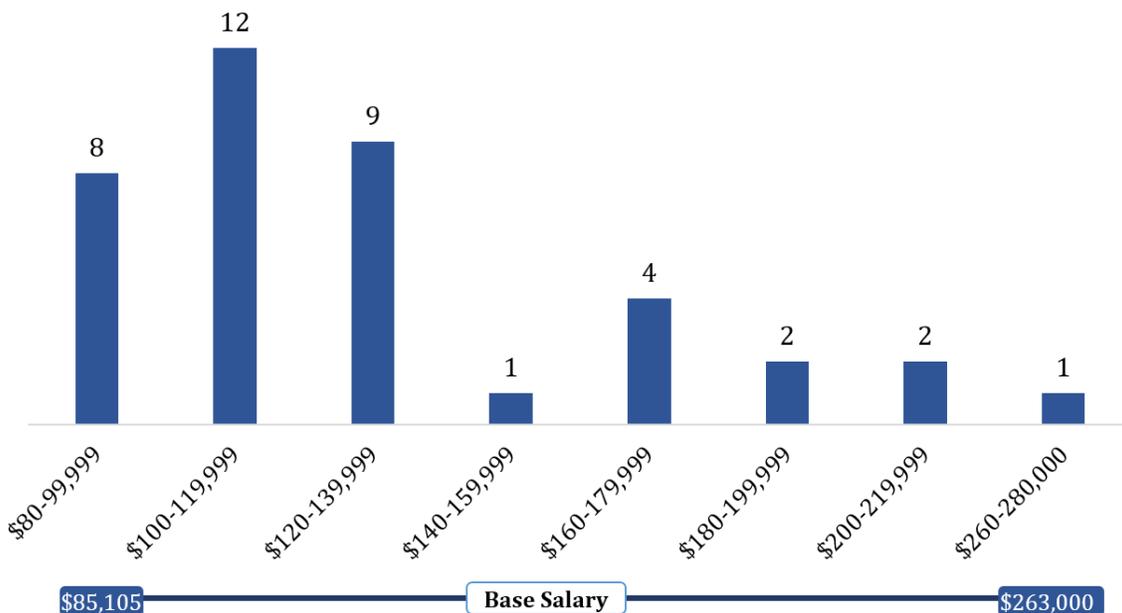
Classified Professional Salaries by Division



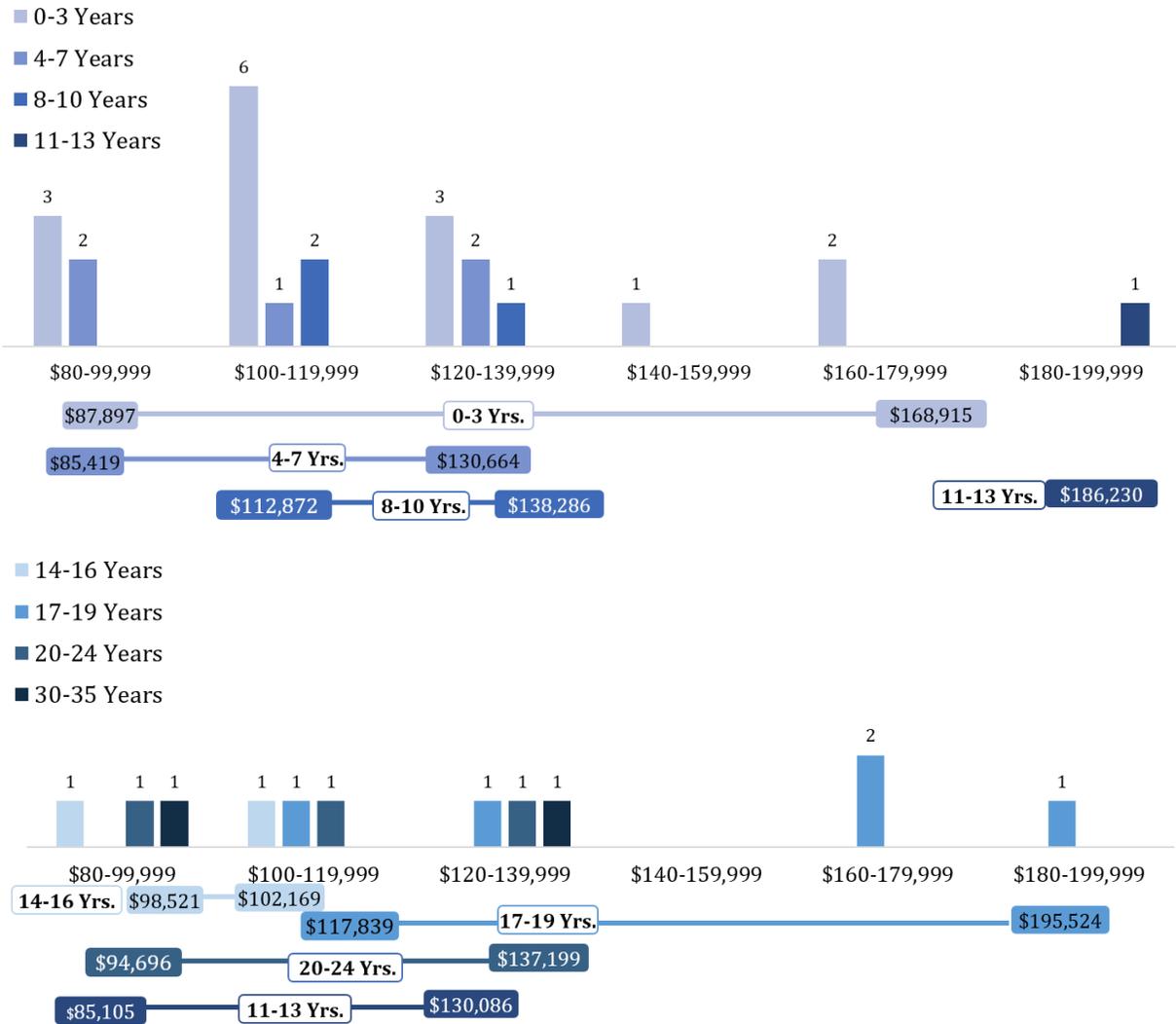
ITS classified Professionals are the highest paid classified professional employee population overall.

Management

Management Salaries: Summary



Management Salaries: Years of Service



Salary Data Findings

Salary data has been provided in order to ensure transparency and to validate current salary assumptions. Changes to salary are negotiated through collective bargaining; therefore, the committee has not provided additional interpretation of the data.

Instructional Efficiency

In Spring 2019, the RP Group published [Understanding and Calculating FTES and Efficiency](#). The definitions below are extracted from that document and are meant to provide guidance on data interpretation in this section.

Definitions

Full-Time Equivalent Student (FTES) – A “full-time equivalent student” is an enrolled student who attends 15 hours each week during the semester (or a group of students who, together, attend 15 hours each week). In an academic year, this hypothetical full-time student generates 525 student contact hours. Even though not all students are full-time and not all classes are scheduled for 17.5 weeks, this definition provides a unit of measure applicable to all classes and calendar types (e.g., traditional length, flexible, and compressed). This definition of full-time is used for funding calculations only, not for classifying the status of actual students for financial aid or other purposes.

The student attendance accounting framework in place since 1988 uses a full-time equivalency unit of measure called FTES (Full-Time Equivalent Student) that is calculated by dividing total student contact hours (TSCH) by 525, providing a standardized “workload measure” basis for college funding . The basic formula for FTES calculation is $FTES = \text{Total Student Contact Hours (TSCH)} \div 525$.

Full-Time Equivalent Faculty (FTEF) – With the exception of community funded (formerly called Basic Aid) districts, FTES constitutes a large part of the basis of Unrestricted General Fund revenue for districts, who apply resources to generate this revenue. Faculty Weekly Contact Hours (FWCH) make up the lion’s share of a district’s costs in offering course sections that generate revenues (FTES). To maintain sustainable operations, college revenues must exceed costs of instruction.

On a semester basis for a college with a traditional (not compressed) calendar, a faculty member’s full-time load is generally 15 lecture contact hours per week. A three-hour weekly course is 3/15 or 20% of a full-time load. Just as FTES does not equal student headcount, the total FTEF assigned to teach courses does not equal faculty headcount.

CALCULATING FTES/FTEF - Over time, many districts have transitioned to using FTES/FTEF as the preferred measure of efficiency. The calculation is straightforward and does not require conversion to WSCH. Also, adjustments to overall target ratios based on academic calendars (e.g., traditional, flex, compressed) are not needed. To calculate an overall FTES/FTEF ratio, simply sum the total FTES across the college and divide by the total allocated FTEF.

TARGET WSCH/FTEF AND FTES/FTEF RATIOS

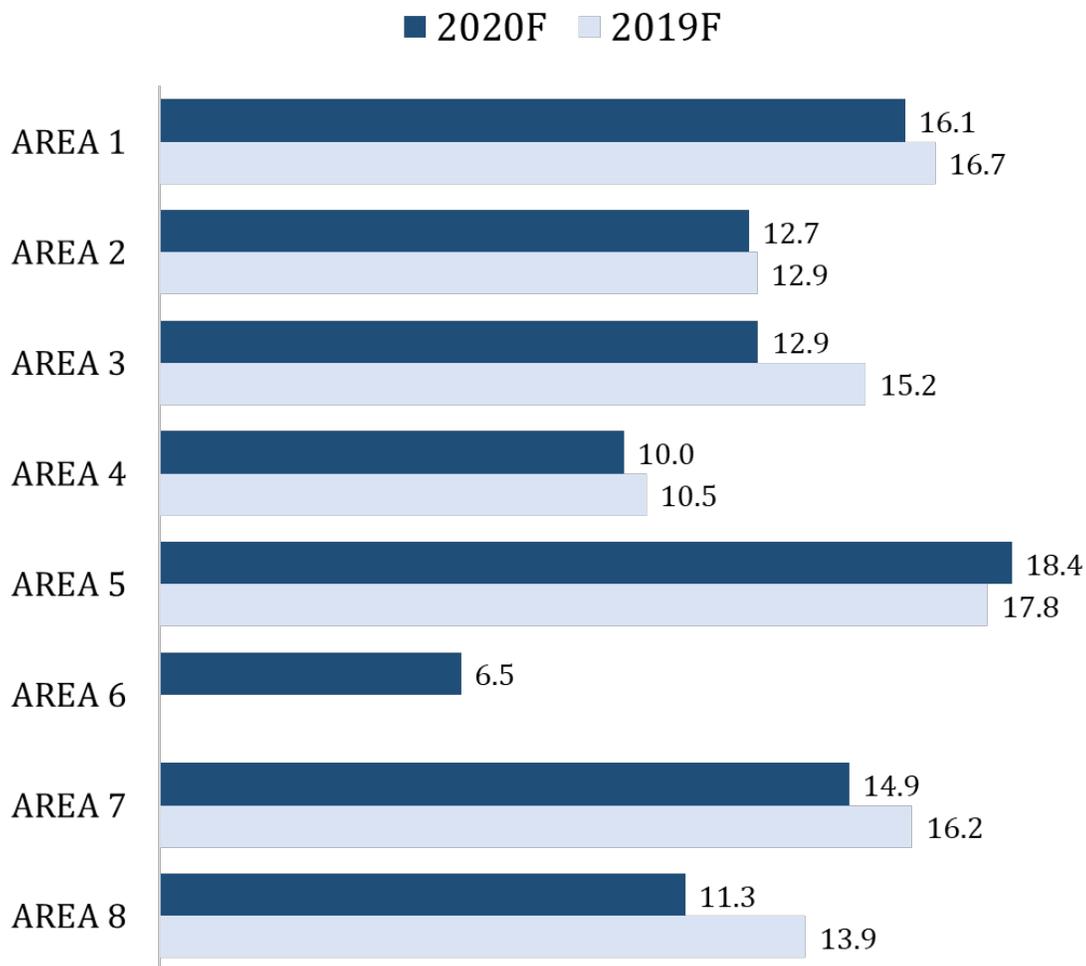
WSCH/FTEF and FTES/FTEF are effective metrics when looking at efficiency over time. Historically, colleges have targeted an overall standard efficiency metric based on:

- an average of 35 students,
- enrolled in a standard 3-hour course via a traditional length calendar,
- with a standard .20 FTEF instructional load.

Given this standard, Target FTES/FTEF ratios are typically 17.5 per semester or annualized to 35 for the year.

MCCD Efficiency Data

Average FTES/FTEF Generated by Area (Fall to Fall)



Source: Merced College Tableau Report – Efficiency Data, pulled 05/21/2021

Disciplines by Area (Spring 2021)

Area 1	Science, Math, Engineering	Area 2	English, Humanities, Honors, Work Study
Area 3	CTE (Ag, Industrial Tech, Business)	Area 4	Allied Health, Child Dev, Public Safety, Kinesiology
Area 5	Fine & Performing Arts & Social Sciences	Area 6	Learning Resource Center
Area 7	Los Banos	Area 8	Student Services (GUID, STGV)

Source: Merced College Tableau Report – Efficiency Data, pulled 05/21/2021

The data sets above demonstrate that during the measurement period, only one met or exceeded the target FTES/FTEF ratio: Area 5. The Average FTES/FTEF ratio for Fall 2019 was 13.31 compared to 12.85 in Fall 2020. The decline in efficiency may be attributed to the pandemic; however, even pre-pandemic, the College’s average overall efficiency fell 4.19 short of the desired 17.5.

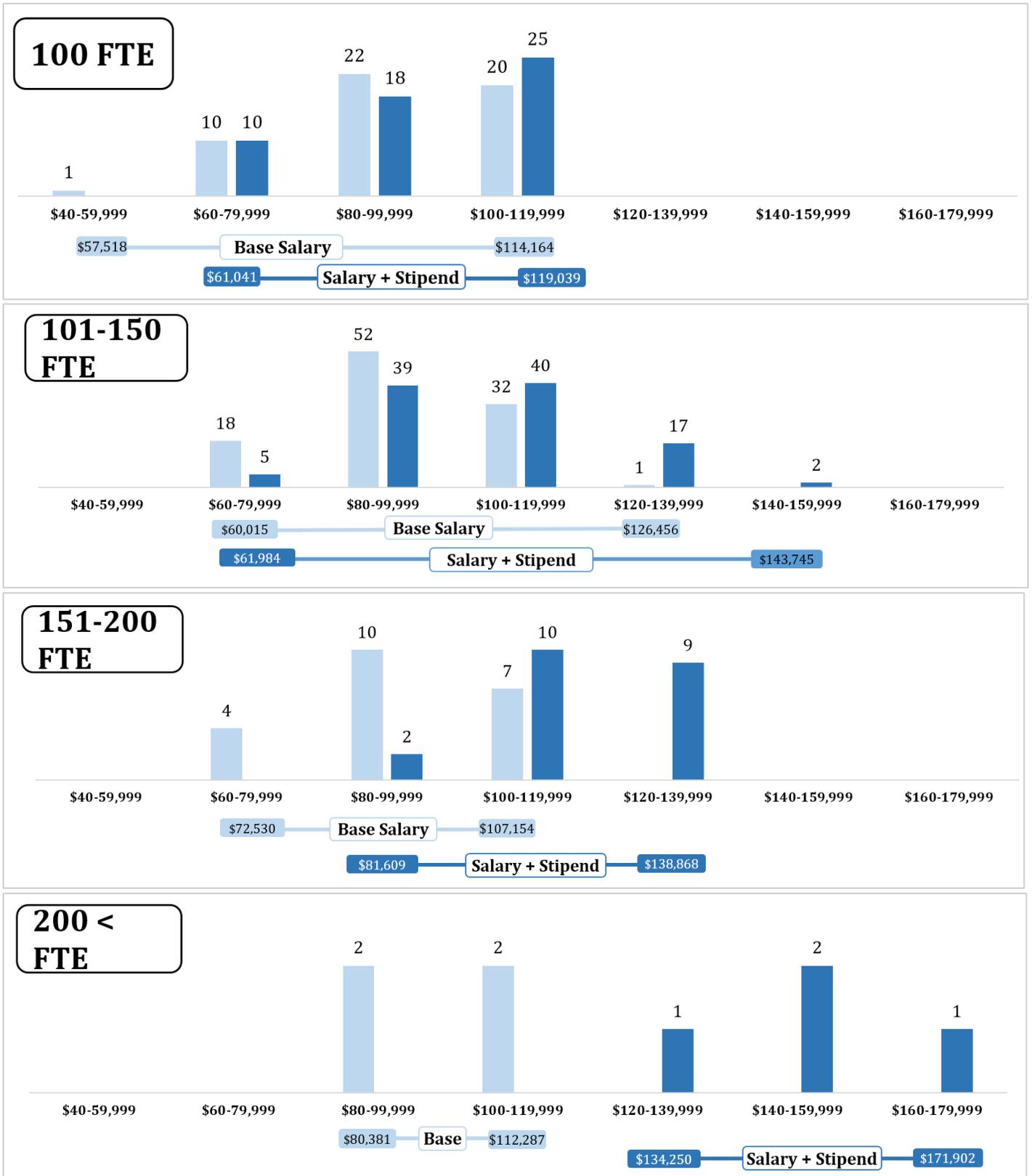
Full-Time Faculty Salaries by FTE (Spring 2021 Employee Data)

Definitions

For the purposes of these data sets, Full-Time Employee is 15 units. Therefore, the following are true:
 101-150 = 15 units to 22.5 units per semester

151-200 = 22.6 units to 30 units per semester

200 < = more than 30 units per semester



As reflected in the data above, the majority of full-time faculty carry a teaching load of 22.6 units to 30 units per semester or 45.2 to 60 units per year.

Efficiency Recommendations

- 1) Continue to pursue an FTEF/FTES target of 17.5 across areas.
- 2) Administration will work with faculty to ensure a healthy balance between efficiency, workload (time management), and instructional quality.

Staffing Barriers

In review of the data and in consideration of additional factors that impact the College's ability to hire and retain employees, the Human Resources Council developed the following list of potential barriers:

1. Competition with UC Merced
2. Diversity-Gap within management and faculty & low-educational attainment locally
3. Geographical location (ex. lack of local entertainment)
4. Availability of funding for new positions
5. Low housing vacancy rates
6. Low scorecard ratings for some area schools
7. Perception of high crime rates
8. Access to childcare
9. Pay & Schedules
10. Human Resources capacity to hire: timelines
11. Minimum qualifications: Minimum qualifications for certificated positions are established by the California Community Colleges Chancellor's Office

General Recommendations

- 1) Update the Staffing Plan on a three-year cycle.
- 2) Create a dashboard of personnel-related data that is publically accessible in order to maintain transparency and empower employees to review the data.
 - a. Ensure that the dashboard facilitates data needs for faculty prioritization requests.
 - b. Ensure that the dashboard facilitates EEO Plan data needs.
- 3) HR Council will proactively review staffing data via the dashboard on an annual basis.
- 4) On an as needed basis, HR Council will review applicant data to ensure that the College is nimble in its responses to community and college employment needs.