

Board Briefs

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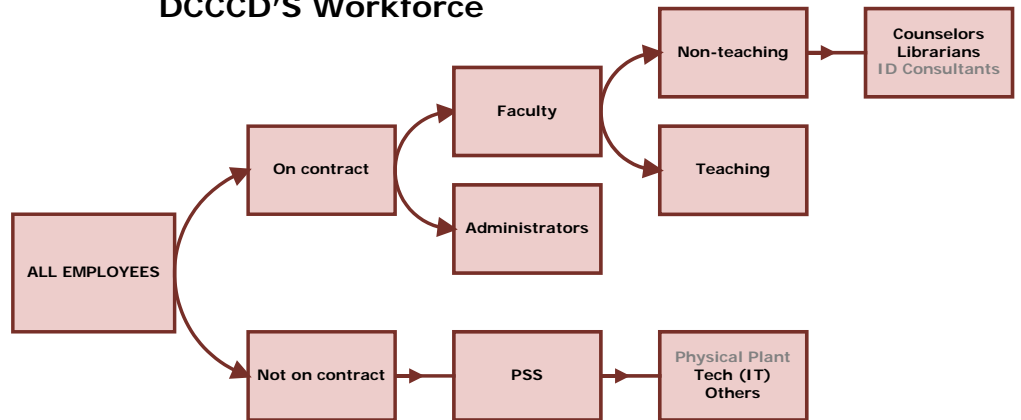
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DCCCD'S Workforce



Education – A Labor Intensive Enterprise

Putting the District's workforce in a financial context, DCCCD has budgeted \$224 million for salaries and benefits in its 2010-11 unrestricted funds alone. Historically, compensation has run about 70% of the District-wide budget and around 80% of college budgets (sub-components of the District-wide budget).

Employees are the human wherewithal for advancing mission in every industry, whether the output is units of manufactured products, linear feet of paved roads, or numbers of new inventions. In community colleges, the measure of mission is "student success" and it can be as

little as persisting to finish a single course with an A, B or C grade to as much as earning a degree.

As illustrated in the diagram at the top of this page, faculty and administrators comprise the contractual ranks in the workforce. Employees not on contract have "at will" status in Texas, meaning either party (employee or employer) may terminate the

relationship at any time.

From 1965-88, DCCCD's category of "at will" employees were referred to as non-contractual or classified. During his tenure, former Chancellor Larry Tyree agreed with these employees that these descriptors implied inferior status. He re-named the category Professional Support Staff (PSS).

of Employees on September 30, 2010 Payroll

	<u>FT</u>	<u>PT</u>	<u>Total</u>
Faculty	785	2,418	3,203
Administrators	498	0	498
PSS	1,974	1,555	3,529
Total	3,257	3,973	7,230



Faculty Hiring Philosophy Stands Up

From DCCCD's beginning in 1965, faculty were recruited to be the heavy lifters, the daily force that fuels forward progress for the institution's raison d'être –student learning.

Founding Chancellor Bill Priest's statement of the faculty hiring philosophy has proven timeless: ***This philosophy encourages new experimental***

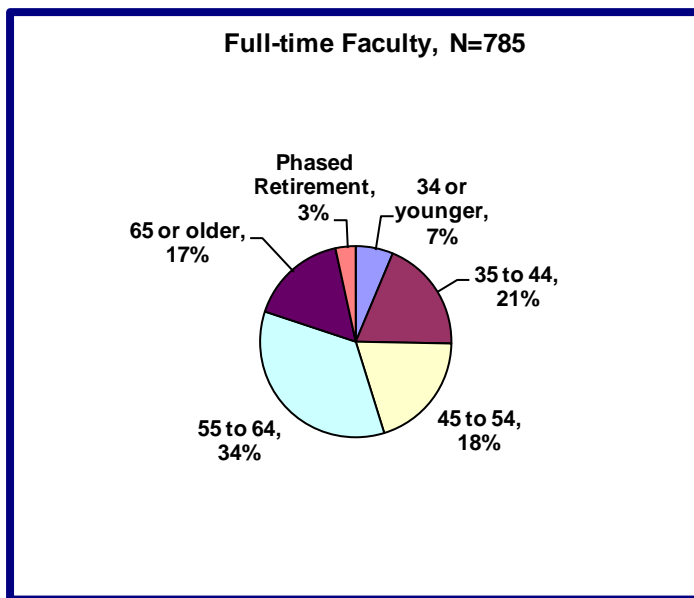
programs and teaching techniques designed to increase motivation and more effectively serve the student who has experienced little hope and encouragement in the past.

Today, experimental programs and teaching techniques have advanced from individualizing classroom

instruction to creating libraries of learning objects for plug-and-play courseware.

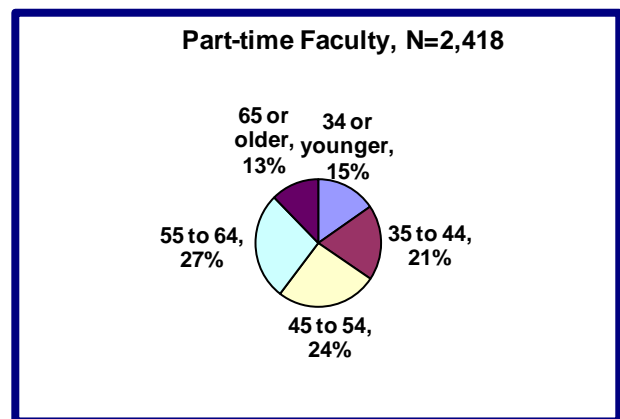
There are more, not fewer, students who have experienced little hope and encouragement. The need for gifted faculty is as great now as it has ever been.

Full-time Faculty Are Diverse, Teach Same Proportion as Adjuncts



In terms of headcount, 25% of the faculty are full-time employees, 75% are part-time. As revealed by comparing the pie charts on this page, part-time faculty are younger.

Although full-time faculty represent only 25% of total faculty headcount, they teach the same proportion of contact hours as do part-time faculty – 46%. They do this by teaching their full loads plus supplemental courses on evenings, weekends and in summer terms. Full-time administrators and PSS teach the remaining contact hours, approximately 7% of the total.



DCCCD Board policy is that the workforce shall mirror the adult population in Dallas County as closely as practical. The Board recognizes that availability of master's degree holders for faculty positions may be a constraint. The following table displays diversity data for African-Americans, Hispanics and Whites.

Availability & Representation	Afr-Am	Hispanic	White
18 or older-Dallas Co	20%	34%	41%
Graduate degrees-Dallas Co	12%	9%	69%
Graduate degrees-US	6%	5%	79%
Full-time Faculty-DCCCD	15%	12%	64%

Turnover Runs Less Than 10%

Index of Labor Turnover							
	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
Avg # Employed	2,737	2,866	2,910	2,923	3,017	3,191	3,257
# Retirees	24	21	43	35	63	42	58
Total # Leaving	187	188	240	209	263	207	242
Turnover Rate	6.8%	6.6%	8.3%	7.2%	8.7%	6.5%	7.4%
Eligible to Retire							
	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
Faculty	310	16	8	3	8		
Administrators	162	8	7	6	6	TBD	TBD
PSS	217	6	17	25	19		
Total	689	30	32	34	33		

Source: Luis Camacho, Associate Vice Chancellor - Human Resources
10/27/2010

Employee Councils – Welfare and Benefits

In her biography of Bill Priest, author Kathleen Whitson gives this insight to his priority on teaching and learning:

~Priest set the charge to the El Centro College faculty to form an association. He believed that faculty input was essential... He also believed the faculty association president should have direct access to the top person... which in this case was him.

~Gayle Weaver, Faculty Association President, recalled: "Priest beat the hell out of our proposal asking for a \$400 a year raise. He said our data were out of date and inaccurate. Then he reached in a file and pulled out more current

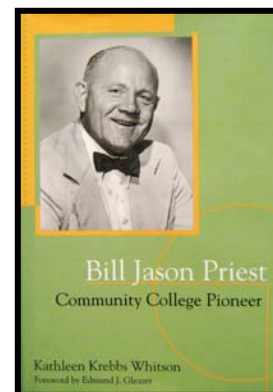
information, and handed it to us. He charged us with writing a new proposal and encouraged us to ask for \$800 a year." Thus began the Faculty Council.

Forty-five years later, in 2010, Chancellor Wright Lassiter altered the relationship of the Faculty Council to the chancellor by causing it to hold its regular meetings with the executive vice chancellor for educational affairs, meeting with the chancellor occasionally rather than monthly.

Professional Support Staff (PSS) organized an employee council in the 1980s, and administrators organized an employee council several years later. Whereas Faculty

and PSS Councils were always strongly associated with matters of welfare and benefits, the Administrators Council has been as likely or more likely to concern itself with institutional programs, services and procedures as with welfare and benefits.

The PSS Council's liaison is the vice chancellor for public and governmental affairs, and the Administrators Council liaison is the executive vice chancellor for business affairs.



Chancellor Bill J. Priest
1965-1980

See p. 5 for photos of other DCCCD chancellors.

Financial Constraints, Technology Change Workforce

Shrinking state appropriations in the 1980s took a toll on DCCCD's workforce. In addition to scaling back non-teaching faculty, the District outsourced almost all its facilities

maintenance. Physical plant employees had worked 40-hour weeks and been paid bi-weekly.

The argument to contract for maintenance was compelling. Not only would it cost less, the expense of running a bi-

weekly payroll would also be eliminated. But it was a painful decision with moral overtones for some. One or two college presidents held out for a year before converting.

The 1980s also heralded the advent of personal computers (64K!) and distributed processing. A small central staff of data processing specialists for administrative systems grew to include departments at every college to support both

administrative and educational computing.

Technology changed faster and faster. The difficulty of attracting and retaining qualified personnel increased until the District established a separate, higher salary schedule for technical and information technology (IT) staff, which relieved the pressures on hiring, retention and equity for these job titles.

Annual COLAs

2010-11: 0.0% + \$300¹

2009-10: 0.0% + \$300

2008-09: 5.0%

2007-08: 2.5%

2006-07: 3.5%

2005-06: 3.0%

2004-05: 2.5%

2003-04: 1.5% + \$750

2002-03: 2.3% + \$500

2001-02: 4.0% + \$500

Changes in the Consumer Price Index inform the amount of cost-of-living adjustments. When premiums for employee-paid family health insurance have increased significantly, the Board has tended to add a "flat amount" to the COLA to reduce the impact on lower income households.

¹Pending approval by Board of Trustees.

Salaries – Competitive, Equitable, Affordable

When considering cost-of-living adjustments for fiscal year 2008-09, Trustee Bob Ferguson offered the Board this shorthand to guide its decision: *Make salaries 1) externally competitive, 2) internally equitable, and 3) affordable (within the District's ability to pay).*

For new hires, DCCCD's pattern has been to maintain salary schedules

that are among the top in the state for faculty, competitive in the national market for administrators, and competitive in the local market for PSS.

For veteran employees, DCCCD has made it a practice to respond to salary compression issues with adjustments that restore equity.

For executive

compensation, DCCCD's first Board made its first chancellor the highest paid public official in the state of Texas.

The Board's position on executive compensation in the 21st century is more subtle than in 1965 – but no less committed to getting and keeping the best chief executive officer in the country.

Benefits Are Attractive

DCCCD employees receive employer-paid health insurance and the option to buy insurance for their families, 24 paid holidays, paid sick leave, and group rates for dental, life and disability insurance. PSS employees participate in the Texas Teacher Retirement System (TRS), a defined benefit plan. Contractual employees may choose to participate in either TRS or

a defined contribution plan. PSS accrue 12-24 vacation days per year depending on seniority, administrators 24 from the start for this reason:

"Priest realized the stresses of a twelve month job that often demanded more than the usual 40 hours of work in a week would require adequate time for vacation and

renewal. Administrators earned enough vacation to enable them to take one week every three months if that is how they chose to use it... [based on] a sincere belief Priest had in the need for professional rejuvenation." (Whitson)

Chancellors Shape Culture, Create Legacies

The chancellors, working closely with the Board, have focused on building a strong organizational culture for DCCCD employees. Founder Bill Priest built a multi-college system in which seven unique colleges and presidents made local hiring decisions within a uniform district-wide personnel structure. He positioned DCCCD salaries to be among the best and refused to scrimp on mission-related staffing needs by hiring a full

contingent of counselors and student service professionals.

Jan LeCroy focused on quality of work life. He added a number of employee benefits, created the District's values statement, designed an infrastructure for improved inter-college communication, and installed several district professional development programs.

Larry Tyree formulated the first diversity goal: "Mirror

the community in the student body and workforce." Bill Wenrich modernized salary schedules and mandated new district-wide hiring processes to increase employee diversity, an emphasis Jess Carreon continued. Wright Lassiter began his administration intent on increasing employee ownership of the mission, using the Modern Think Employee Opinion Survey as an important tool.



R. Jan LeCroy
1980-1988



Lawrence W. Tyree
1988-1990

Employee Engagement Eclipsed by Economy

In addition to periodic college-based surveys, the District Office has conducted employee opinion surveys in 1981, 1984, 1986, 1999, 2007, and most recently in 2008.

Guided by Chancellor Lassiter, in Fall 2007 Modern Think conducted a full-blown assessment based on a "Best Place to Work" survey instrument. It revealed strengths and weaknesses. For

example, while employees felt pride in the DCCCD and were committed to students, they had fairness concerns related to compensation and promotion.

He repeated the survey in 2008 and planned to continue the practice on a routine basis. However, the "Great Recession" that spanned December 2007 – June 2009 intervened and may be cause for

more dislocation than its closest predecessor - the recession in the early 1980s. At this time, the priority for Chancellor Lassiter and his vice chancellors is compensation as they look for ways to reduce the 2011-12 and 2012-13 budgets by \$18 million. (\$18 million is the minimum reduction predicted for the State's next appropriation to DCCCD.)



J. William Wenrich
1990-2003



Jesus "Jess" Carreon
2003-2006

Professional Development Back in the Forefront

District-wide professional development efforts began in the early 1980s after the seventh college had opened in 1978. Two conference days, leadership training, internships, mentoring, and orientation programs helped solidify the culture

and strengthen development for employees anticipating long careers in DCCCD. Over time, some of these programs waned or moved to colleges, but more recently, as growing numbers of Baby Boomers retire and new

generations are hired, the DCCCD has again beefed up District professional development programs. Notably a variety of career institutes are underway, in part designed to groom staff for promotion.



Wright L. Lassiter, Jr.
2006-

"Best Practice" Board Policies Adopted in 2008

In 2008, DCCCD's Board adopted several policies concerning its relationship with its #1 employee and link to the organization – the chancellor, including these:

- The Board's major focus will be on the intended long-term impacts that the organization addresses, i.e., increasing educational attainment, not on the administrative or programmatic means of attaining them.
- The chancellor's authority is defined by the following rules, enacted by the Board, as prudent and ethical boundaries for executive activity and decision-making. The Board expects that the chancellor will apply reasonable interpretations of the rules, understanding that in cases of disagreement, the Board is the final arbiter of reasonableness. In the execution of his or her duties, the chancellor must:

Deal with the Board as a whole except when fulfilling individual requests for information or responding to officers or committees duly charged by the Board.

In the case of individual Board members or committees requesting information or assistance, the chancellor shall make every effort to honor all such requests, with the exception where considerable time and expense are involved.

If refusing a request, the chancellor must present the request to the Board as a whole for a decision.

Information requested from the Chancellor by one Board member shall be provided to all Board members.

Provide safe and secure environments for employees....

Hold employees accountable for their responsibilities.

Keep salaries competitive.

About Our Organization...

The mission of DCCCD is to equip students for successful living and responsible citizenship in a rapidly changing local, national and world community. Educational opportunities are offered without regard to race, color, age, national origin, religion, sex, disability, sexual orientation, or genetic information. Equal educational opportunity includes admission, recruitment, extra-curricular programs and activities, access to course offerings, counseling and testing, financial aid, employment, health and insurance services, and athletics.

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Takeaways from this Issue

ACROSS

- Historically, compensation has run about 70% of the ____.
- ____ state appropriations in the 1980s took a toll on DCCCD's workforce.
- As growing numbers of Baby Boomers ____ and new generations are hired, DCCCD has again beefed up District professional development programs.
- Although full-time faculty represent only 25% of total faculty headcount, they teach the ____ proportion of contact hours as do part-time faculty.
- The ____ is the Board's link with the organization.
- Employees not on contract have "at ____" status in Texas, meaning either party (employee or employer) may terminate the relationship at any time.
- DCCCD's index of labor ____ was 7.4% in 2009-10.

DOWN

- PSS employees participate in Texas Teacher Retirement System, a defined ____ plan.
- Salaries should be externally competitive, internally equitable, and ____.
- Faculty, PSS and administrator employee councils talk with vice chancellors about ____ and benefits.
- DCCCD Board policy is that the workforce shall ____ the adult population of Dallas County.
- The measure of community college mission is " ____ success.

