

MT 017

REPORT ON SABBATICAL LEAVE
AUGUST 18, 1975 - OCTOBER 17, 1975

STUDY OF VARIOUS COMMUNITY COLLEGES THROUGHOUT
THE UNITED STATES RELATING TO THEIR
PERSONNEL OFFICES AND FINANCING

BY

EUGENE A. CURL
DIRECTOR, BUSINESS SERVICES

TO

BOARD OF TRUSTEES
MT. SAN ANTONIO COMMUNITY COLLEGE
WALNUT, CALIFORNIA

1975

TABLE OF CONTENTS

	PAGE
I. ACKNOWLEDGEMENT	1
II. PURPOSE	2
III. REPORT	3
IV. ITINERARY	18

I. ACKNOWLEDGEMENT

I would like to thank the Board of Trustees, the Administration and the Faculty Association Leave Committee for affording me the opportunity to avail myself of this leave after nine years of service to this district.

I believe that this opportunity to "regenerate" my enthusiasm for the development of innovative and effective programs is now benefiting my function as an administrator.

II. PURPOSE

The primary purpose of my sabbatical leave was to regenerate my enthusiasm by a change of routine. Coupled with this was a look at other community colleges throughout the U. S. A. to see what they are doing in their personnel areas of non-certificated employees. My wife and I had decided to travel using a "pickup camper" unit. We felt this would give us more opportunity to visit the places that would give us insight into the people of this country. Our goal was to visit the famous places, but still stay away from the tourist areas most of the time, traveling the backroads and visiting small towns and villages. Most of our time was scheduled to be spent in the Northeast and eastern portions of the U. S. A.

Nineteen colleges were selected to be possible places to visit. These were selected as to location and size. As it turned out we were only able to visit thirteen of these nineteen.

It was hoped that some new methods or systems could be found in the personnel areas that could be adapted to Mt. San Antonio's procedures. Also Affirmative Action process in each college was to be explored along with collective bargaining. The general financing of the various colleges was also to be determined.

III. REPORT

A. COLLEGES

It was found that during our travels, it was impractical for various reasons to visit the nineteen colleges originally designated. Therefore, seven colleges on the proposed list were not seen; ~~These were:~~ Trenton College, Lorain County Community College, Sinclair Community College, Prince George Community College, North Virginia Community College, Greenville Junior College, and Daytona Beach Community College. Eastern Maine Technical College was added to the list of those visited.

The following is a summary of my visit to each of the colleges.

COMMUNITY COLLEGES VISITED

ROCHESTER COMMUNITY COLLEGE, at Rochester, Minnesota, is a small college with an enrollment of approximately 3,000 students. This college is one of the largest community colleges in Minnesota and serves the rich farming section of southeastern Minnesota.

My host here was Dr. Charles Hill, President, whose office also manages the personnel function. He showed me around the campus explaining with great enthusiasm the functions and systems of various areas. I found here more pride and enthusiasm than at any other community college visited. The college is part of the Minnesota State Community College System which includes eighteen community colleges. All personnel functions, except the final placement, are done centrally by the State Community College System offices; therefore, the personnel responsibility on campus is mainly supervision. They have approximately 43 non-teaching

employees. Financing is a state, local and tuition system. The tuition for a full-time student is \$360 per semester plus miscellaneous fees.

MILWAUKEE AREA COLLEGE, at Milwaukee, is a large institution located in the downtown area. In addition to its main campus, it maintains four satellite centers in the major areas of the city. The main campus alone enrolls approximately 14,300 day students.

Here they employ 621 non-teaching personnel to support the educational program. The personnel office is under the direction of Carlton A. Ericksen, Assistant District Director-Employee Relations, who was my host. They operate an office composed of 12 employees who devote full-time to serving the non-teaching personnel function for the main campus and the satellites. They do not have a separate affirmative action office. The function falls within the responsibility of the Employee Relations (Personnel) Office. They operate under a collective bargaining agreement which is permitted by Wisconsin's Municipal Employment Relations Act.

ROCK VALLEY COLLEGE, at Rockford, Illinois, is a small college of approximately 4,000 full-time students with a total enrollment of approximately 9,000. It is located on the very outskirts of a medium sized city. I met with Patrick Thompson, Vice President, who among many other duties, has the responsibility for the non-teaching personnel function. He and his Administrative Secretary administer the program for 126 employees. They have no collective bargaining process and also affirmative action has not been a problem area to them. The college has grown steadily since its inception in 1964.

The financial base for the College consists of local tax structure plus tuition of \$15 per unit and fees which amount to approximately \$240 per semester. State support consists of a reimbursement on a rate of \$19 per credit hour.

WILLIAM RAINEY HARPER COLLEGE, at Palatine, Illinois, is a medium sized college of approximately 13,000 enrollment, of which 9,000 are day students. Founded in 1965, it is located in a suburb of Chicago, but also serves several industrial communities.

My host for this visit was William Von Mayr, Personnel Director, who explained the non-teaching staff program. They have 320 regular support staff employees who work under a collective bargaining agreement. Because their size is only slightly smaller than ours, their problems are very similar and as we discussed personnel problems it became more obvious that we ran similar operations. The affirmative action function is carried out in the personnel office by Mr. Von Mayr.

Although a generally comprehensive college, there appears to be somewhat more emphasis on the academic and liberal arts.

Funding is derived from approximately one-third state tax, one-third from local tax and one-third from tuition. Tuition is \$14 per unit, plus fees, for a total of approximately \$225 per semester.

The college structure includes a President, three vice presidents and three deans. They have seven divisions with chairmen and ten directors and coordinators who serve as staff assistants to the top three levels of line administrators.

HENRY FORD COMMUNITY COLLEGE, at Dearborn, Michigan, is difficult to classify as to size due to the unique composition of the district. It is a K-14 district with the college enrollment being unique in itself since it enrolls about 5,000 full-time and 5,000 part-time students, but it also conducts one of the largest apprenticeship-type programs in the nation, enrolling an additional 4,000 students.

My hosts were the President, Dr. Stuart Bundy, a former Cerritos College staff member, and Tom Kirkland, the Public Relations Director, who was also a former Cerritos College staff member. They informed me that all hiring is done by a central K-14 personnel office. They advertise all jobs as promotional first, going only to the outside applicants as needed. Also have a transfer list of those desiring transfer from one location to another, this being accomplished by seniority. They have had no affirmative action emphasis as yet, and at the college there is no affirmative action function.

They informed me that the Henry Ford Community College was one of the first community colleges in the nation to become significantly involved in the collective bargaining process and has developed rather sophisticated procedures for dealing with it. They had just finished the negotiating process the night before I arrived and both were very tired from a long, tedious session, but they reported everything went well and the contract was ready for signature.

They described the development of the college under various names as having begun in 1938, and continuing as a very small enrollment of 200 until 1952, at which time the famous Henry Ford Trade School was liquidated and all its resultant assets were given to the College which then adopted its present name. The new college never did attempt to supplant the expired trade school activities;

however, it did retain its close industry relationships through its related instruction division which continued the former apprentice programs.

The College is supported mainly from state funds, a small local tax, and a tuition of \$10 per unit, plus fees amounting to a total of about \$125 per student per semester, provide the balance. Contributions from local large industries have been substantial.

ONONDAGA COMMUNITY COLLEGE, at Syracuse, New York, is a small to medium sized college located on the southern outskirts of the city in upper New York State. It is a new campus that is only about three quarters built at this time. It is ideally situated on top of a knoll with a creek running through it. I was not able to meet with the Personnel Administrator, Bill Summers, but his Secretary, Mrs. Gladys Lacy, was very helpful in explaining the function of their office and general details about the institution.

The non-teaching personnel function is handled in the office I visited under a Personnel Administrator, who has four staff members to assist in the various duties to be performed. They have a collective bargaining agreement with their employees and have a separate affirmative action office which reports to the President. The non-teaching support staff numbers 180. The financial structure of the college is unique to New York State. The college is one of the seventy-two institutions which make up the State University of New York System. The Onondago Community College District itself is contiguous with the county lines and its funds are derived mainly from a county-wide tax base. A tuition of \$4.25 per unit plus fees brings the total cost for a student to approximately \$245 per semester. This, plus state funds amounting to about thirty percent of the total, make up the financial support of the college.

EASTERN MAINE TECHNICAL COLLEGE, at Bangor, Maine is a very small college devoted mainly to vocational-technical education at the 13th and 14th grade level. It serves as the counterpart to the regional occupational center of the area which serves high school students. It enrolls approximately 500 full-time students. Since the area it serves is essentially one of open country, widely separated towns, and is generally rural in nature, it draws its students from a very large area. The college is the former Penobscot Valley College which only recently became the Eastern Maine Technical College.

I met with Francis Sprague, the Director, who described the school. It is essentially a vocational school offering the occupational education for students who either complete the liberal arts segment of their education at the university campus or go directly into the work force. Most students tend to do the latter. There are only eighteen non-teaching employees and these are hired through the Director's office--affirmative action is non-existent as yet.

This college is a branch campus of the University of Maine, yet derives its financial support from approximately equal thirds from local tax, tuition, and state support. Tuition is approximately \$175 per semester.

NORTH SHORE COMMUNITY COLLEGE, is located at Beverly, Massachusetts. It is a small central unit with satellites out in the communities serving more than 50 towns and cities in northeastern Massachusetts. The college has its administrative offices at its official address: 3 Essex Street, in the middle of downtown Beverly. Here parking is practically an impossible thing. Some limited classrooms are located here with others and the learning resources facilities being housed at a more convenient location in the city.

My host here was Miss Terry Gemmel, Personnel Officer, who has two clerks to assist in the management of the non-teaching personnel function. They have only 84 support staff and the affirmative action function is part of the role of the Personnel Officer. They were in the process of negotiating their collective bargaining agreement at the time I was there.

Financing of the college is solely from the state system. There is no local tax base. Students pay a tuition of \$150 per semester which goes to the state. The state supports the institution on a FTE basis.

Of unique interest here was the building used for the administrative offices, it has been used for educational purposes for 300 years. In 1675, the first free school north of Boston was opened here with Dominic Briscoe as the first teacher.

BRISTOL COMMUNITY COLLEGE, at Fall River, Massachusetts, is a small college with a student body of approximately 2,000 day students and some 3,000 community services and adult class enrollments. The college serves southeastern Massachusetts. It is located on a new 106 acre site in the northeastern section of Fall River. Most classes are held here with some still being conducted at the old downtown campus.

I met with Mrs. Norma Sterling, Secretary to Paul Madonna, Dean of Administration. She described how the College started in an old downtown high school building, which is still being used as an off-campus center, and with programs operating in store-fronts throughout the community. The personnel function for the non-certificated staff rests in this office and is handled by Mrs. Sterling and one clerk. They handle the paperwork for approximately 90 employees along with their other functions. Included in the personnel function is the affirmative action responsibility. Collective bargaining also is a function of this office.

Financial support for the college is identical to that of the North Shore Community College, coming under the same statewide system. All funds come from the state except some minor federal funds.

Governance of the college is also the same as North Shore Community College. The local board is in effect an advisory group with authority vested in the state board.

MIDDLESEX COUNTY COLLEGE, is located in Edison, New Jersey. It is a small college of approximately 3,800 full-time and 5,000 part-time students. It is located just five miles from Rutgers University. It was opened in 1966 on a 200 acre, former military installation at the outskirts of the city and serves an urban and suburban area.

I met with William Geraghty, Director of Personnel, who described the development of the college as well as the state system of higher education. In New Jersey the local district boards of trustees have considerable autonomy but are responsible to both the state board and to what is equivalent of our county board of supervisors since all the community colleges are county entities.

The personnel office I visited handles the personnel function for 305 non-teaching support staff. There are four collective bargaining contracts in effect at this time, which are administered by this office of four, including the Director. This office also does the negotiating for the teaching personnel even though there is a separate office for the personnel function.

Financial support is derived roughly one-third from the state, one-third from a local countywide tax, and one-third from tuition and fees, which vary from \$175 to \$300 per semester.

WILKES COMMUNITY COLLEGE, at Wilkesboro, North Carolina, is a small sized college of approximately 3,000 students which was founded in 1965. It is located in the western section of the town of Wilkesboro, North Carolina near the intersection of Highways 421 and 268. The 75 acre campus contains three ultra modern air conditioned and electrically heated buildings of white poured-concrete construction. Conrad A. Shaw, Sr., Vice President for Administrative Services fulfills the function of non-teaching Personnel Director. They have only 69 non-teaching employees so the personnel function is a minor part of his duties which are primarily handled by the Executive Secretary for Administrative Services, Mrs. Gail Land, who acted as my source for information. The affirmative action is handled by the Ombudsmen to President.

Funding is derived from a local tax, state funds and a tuition of approximately \$130 per year.

DEKALB COLLEGE, at Clarkston, Georgia, is a small to medium sized college of approximately 6,000 enrollment. My host here was the Secretary to the Administrative Assistant to the President, Mrs. Lola Bagley, who graciously explained the workings of her office. The function of personnel was placed in this office of three. All of the selection process is carried out here. They handle a non-teaching staff of 102. It is interesting that here in the deep south the affirmative action process is not the most important item to them. This function is placed in this office and absorbed along with the other work. The financial support is derived from the state and local tax base and a tuition of \$350 per year.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT, at Dallas, Texas, is a county-wide district of four separate medium sized colleges very similarly organized to the multi-college campus districts of California. Enrollments for the District are as follows: El Centro - 2,000 full-time, 4,500 part-time, and 6,500 adult for a total of 13,000; Eastfield - 4,500 full-time, 7,500 part-time, and 9,000 adult for a total of 21,000; Mountain View - 3,500 full-time, 6,000 part-time, and 9,000 adult for a total of 18,500; Richland - 5,500 full-time, 8,500 part-time and 9,500 adult for a total of 23,500. Total enrollment for the District is 76,000 students. I met with Paxton Moore, Director of Public Relations and John Pinkstons, Director of Personnel, in the central personnel office. Their system is very much like the one in the Los Angeles Community College District. There is no collective bargaining allowed for school district employees in Texas, so they are not faced with this problem at this time. They do have an Affirmative Action Officer who works out of the central office. Their entire operation is similar to California Community College operations in most respects. They use the merit system approach in their personnel procedures and the central office runs the whole selection process for all the colleges in the district.

Financial support for the colleges of this district is mainly a function of the State and the State Board for Community Colleges which provides more than seventy percent of the total support. Nearly all Texas Community College district boundaries coincide with county lines. A very small county tax, plus tuitions which vary from \$75 to \$100 per semester, make up the thirty percent balance of support for the District.

The method used for computing state support is unique. Rather than an ADA or FTE concept, the state pays the district on a clock hour rate based on a sliding scale. Using a base year, a study was made to determine the actual cost

of every program and course. A formula based on that study was developed establishing an hourly rate for each subject. The current rate varies from \$.97 to \$2.12 per clock hour. A music class might generate \$.97 per hour and a history class at \$2.09 per hour. Payment to the college is based on the student contact hours in each course taken on the twelfth day of the session. This is multiplied by the established rate for each course. The resultant sum is the amount paid to the district by the state.

B. TRAVEL

Outlined below is a listing of places we visited that were significant to us. On this trip we were able to visit all of those states we had not been in before with the exception of Florida and Alaska.

The sites are listed in chronological order:

1. Yellowstone National Park.
2. Various ghost towns in Montana. Outstanding examples were Bannack State Park at Dillon, Montana and Castle, Montana.
3. Custer National Monument.
4. Deadwood, Lead, Galena, Central City and Terry Ghost Towns in South Dakota. Visited grave sites of Wild Bill Hickock and Calamity Jane.
5. Mt. Rushmore Monument, South Dakota.
6. Dakota Badlands and The Black Hills.

7. The Corn Palace in Mitchell, South Dakota, a large convention center, auditorium, and museum. Every year the exterior is done in mosaics made of corn and grasses.
8. Mayo Clinic, Rochester, Minnesota.
9. The Wisconsin Dells, Natural formations along the river.
10. Wabeno, Wisconsin - 56th Annual Harvest Festival & 11th Annual Logging Exposition.
11. Olde Store, Mongo, Indiana. Oldest continuously operated country store in Indiana. Current owners are former Californians.
12. Henry Ford Museum & Greenfield Village, Dearborn, Michigan.
13. Freeport, Ohio-Visited birthplace of wife's father and grandmother.
14. Titusville, Pennsylvania. First Oil discovery. Also "Pithole" the site of a oil boom town.
15. Gettysburg, Pennsylvania. National Battlefield Monument.
16. Lancaster County, Pennsylvania-Land of the Amish People. Museums, farms, and food.
17. National Historical Monument at Hopewell Village, Pennsylvania. Large foundry that made the famous Hopewell wood stoves in colonial times.
18. Cooperstown, New York-Baseball Hall of Fame.

19. Fort Tichonderoga, New York.
20. Shelbourne Museum, Shelbourne, Vermont. Has 35 buildings on 100 acres- also has the original ship S. S. Tichonderoga-A living museum.
21. Acadia National Park, Maine. Beautiful seashore and mountain park. Bar Harbor resort area.
22. Historical New England Coast from Belfast, Maine and including Camden, Wiscasset, Boothbay, Ipswich, Brunswick, Portsmouth, Gloucester, Salem, Plymouth, and New Bedford, Massachusetts.
23. Fall colors of entire East to West and back West to East in Massachusetts.
24. Mystic Seaport Museum-"Living" museum depicted as it was in the 1800's at its peak in Connecticut.
25. Monticello - Home of Thomas Jefferson at Charlottesville, Virginia.
26. Smokey Mountain National Park, North Carolina and Cades Cove in Tennessee portion of park.
27. Georgia criss-crossed visiting historical spots and viewing plantations.
28. Eureka Springs, Arkansas - Was there during the week of their annual festival.
29. Shreveport, Louisiana - State Fair at the time we were there.
30. Burkburnett, Texas - Famous oil "boom" town - very historical.

C. FINDINGS

It was found that all the colleges visited were using fairly normal personnel practices that paralleled what is done in California. Depending on the size the make-up of the personnel office was generally the same as comparable sized districts in California. That is, a small district would tend to be fragmented in the personnel function by having separate areas of the college handle various personnel functions. Large colleges would tend to have a central personnel office handling all employees, certificated and non-certificated. It was found that very few states have put the emphasis on affirmative action that we have here at Mt. San Antonio College. For the most part, the function is part of the administrator's duties who is in charge of personnel.

Collective bargaining is an accepted part of ~~their~~ life in almost all areas of the Eastern coast. Most claim that it is easier to administrate once you get over the initial process of formulating the contract. The one single fault that all could see with collective bargaining in public schools is that the bargaining group will almost always have elected at least one member of the "Board of Directors". This conflict of interest seems to cause a problem that industry does not have to face.

Financing of community colleges in the states we visited ^{has} ~~have~~ a common source. They all levy tuition and fees on students in varying amounts. The most common pattern of financial support is ^{one in each} ~~where~~ approximately one-third of the total derives from each of three sources: local tax base, tuitions and fees, and state apportionment.

The travel portion of the sabbatical leave was all I anticipated. It is hard to describe the "rest and recuperation" that takes place during this time. Traveling at a slow pace, ~~you~~^I became less tense each day until finally a peaceful calm engulfs ~~you~~^{me}. Visiting the areas of our country where it all began and actually touching history where it was in the small towns and villages was an experience I will not soon forget.

IV. ITINERARY

<u>DATE</u>	<u>CITY & STATE</u>	<u>COLLEGE</u>
8/17	Fullerton, CA	
8/18	Las Vegas, Nevada	
8/19	Provo, Utah	
8/20	Pocatello, Idaho	
8/21	West Yellowstone, Montana	
8/25	Bozeman, Montana	
8/26	Billings, Montana	
8/29	Bismark, No. Dakota	
9/4	Fargo, No. Dakota	
9/6	Minneapolis, Minn.	
9/7	Rochester, Minn.	Rochester State Junior College
9/8	Madison, Wis.	
9/9	Milwaukee, Wis.	Milwaukee Area Technical College
9/10	Rockford, Ill.	Rock Valley College
9/11	Chicago, Ill.	
9/12	River Grove Illinois	
9/13	Palatine, Ill	William Rainey Harper College
9/15	Dearborn, Michigan	Henry Ford Community College
9/16	Detroit, Michigan	
9/18	Toledo, Ohio	
9/19	Elyria, Ohio	
9/20	Dayton, Ohio	

<u>DATE</u>	<u>CITY & STATE</u>	<u>COLLEGE</u>
9/22	Pittsburgh, Penn.	
9/23	Buffalo, N.Y.	
9/24	Syracuse, N.Y.	Onondaga Community College
9/25	Montreal, Canada	
9/26	Montpelier, Vt.	
9/27	Bangor, Maine	Eastern Maine Technical College
9/28	Newport, New Hampshire	
9/30	Boston, Mass.	
10/2	Beverly Mass.	North Shore Community College
10/3	Fall River, Mass.	Bristol Community College
10/5	Providence, R.I.	
10/7	Edison, N.J.	Middlesex County College
10/9	Philadelphia, Penn.	
10/10	Baltimore, Md.	
10/11	Largo, Md.	
10/12	Annandale, VA	
10/13	Richmond, VA	
10/15	Wilkesboro, N.C.	Wilkes Community College
10/18	Charlestown, S.C.	
10/19	Greenville, S.C.	
10/22	Clarkston, Georgia	DeKalb College
10/24	Albany, Georgia	
10/26	Jacksonville, Fla.	
10/28	Daytona Beach, Fla.	

<u>DATE</u>	<u>CITY & STATE</u>	<u>COLLEGE</u>
10/29	Tallahassee, Fla.	
10/31	New Orleans, La	
11/2	Dallas, Texas	El Centro College
11/6	Midland, Texas	
11/7	Las Cruces, New Mexico	
11/9	Tucson, Arizona	
11/10	El Centro, CA	
11/11	San Diego, CA	
11/12	Fullerton, CA	

