HUMAN RESOURCES

COLLEGE MISSION STATEMENT

Hartnell College provides the leadership and resources to ensure that all students shall have equal access to a quality education and the opportunity to pursue and achieve their goals. We are responsive to the learning needs of our community and dedicated to a diverse educational and cultural campus environment that prepares our students for productive participation in a changing world.

1. How does the Human Resources Office of the Administrative Services area support/strengthen the college’s ability to fulfill its mission?

The Human Resources Office is responsible for recruiting, hiring, developing, and offering training opportunities for employees who are committed to achieving the mission of the college.

The HR Office does this by ensuring that its policies and practices are efficient, effective, and equitable, and that employees feel valued by the institution and are equipped with what they need so that they can be effective, exemplary instructors, staff, and administrators.

The HR Office also provides technical and practical support to two college governance groups: Academic Affairs Council and Administrative Services Council; and three committees: Safety Committee, Professional Development Committee, and Equal Employment Opportunity/Diversity Committee.

2. What are the key duties, responsibilities, functions, activities, and tasks of the Human Resources Office?
Recruiting, hiring, and on-boarding employees; benefits and leaves administration; workers’ compensation processing and reporting; talent management (performance evaluation assistance and tracking, and professional development assistance, administration, and tracking); employee relations; collective bargaining and negotiations and contract interpretation and administration; employee advocacy, engagement, and empowerment; equal employment opportunity and diversity guardian and watchdog; personnel, classifications, and compensation administration (pre-payroll); data reporting and compliance; personnel record-keeping and administration; conflict resolution and grievance and complaint processing and support.

3. What data are used to measure how well Human Resources is performing with respect to the above-identified duties, responsibilities, functions, activities, and tasks? What do these data suggest about Human Resources’ effectiveness and its need for continuous quality improvement?

Recruitment numbers, completions, and timelines; seniority and longevity statistics; closed contracts, time in negotiations, and time without contracts; accuracy and timeliness of employment status changes entered into databases; numbers of grievances and complaints filed, settled, and resolved; focus groups and customer satisfaction surveys.

4. What are the Human Resources Office’s greatest strengths and most significant accomplishments during the past three years? (Feel free to use information provided in the response to question #3, above.)

While some of HR’s customer service areas remain uneven, overall, its responsiveness to departmental and individual HR needs is courteous, efficient, and effective, especially with regard to recruitment, including short-term hires, employee relations, and management support.

Major accomplishments: (1) Successful recruitment and hiring of 40 positions in spring 2014 to help stabilize the organizational structure and fill instructional and student service needs of the college; (2) successful, peaceful, and timely negotiations completed of all three employee groups’ collective bargaining agreements; and (3) implementation of benefits structure that unifies the campus with one provider and one formula for measuring district and employee contributions that treats all employees the same, regardless of work unit.

5. What are the Human Resources Office’s major challenges during the past three years—that is, what aspects of the service area are most in need of improvement? (Feel free to use information provided in the response to question #3, above.)

a. Responsiveness to training needs of the college community, especially with regard to the use of the college’s business management database (Colleague), and tying needs
identified during performance evaluations to the provision of training and development opportunities.

b. Failure to move to online application system that strikes job candidates as archaic and slow, and that contributes to inefficient, labor-intensive, time-consuming manual processes.

c. Many of HR’s internal processes have not been tied to posted and adopted board policies, such that employees occasionally question the transparency and fairness of particular policies or procedures, even when they have been uniformly applied.

d. The office’s responsiveness to employee concerns that should get immediate response and compassionate attention is our most common area of criticism from employees and third-party administrators, especially concerning leaves and timekeeper issues, benefits, and worker’s compensation processing and reporting, all of which could benefit from more automation and well-developed and well-communicated processes and procedures.

6. **What are the Human Resources Office’s service area outcomes?**

a. Hartnell College job applicants and staff will experience an efficient, effective hiring process.

b. Hartnell College employees will be satisfied with the usefulness and clarity of the HR training and information they receive from HR staff.

c. Hartnell College supervisors will engage in regular performance appraisals of their staff that leads to performance improvement and the identification of appropriate professional development opportunities.

d. Human Resources will provide timely, required, current, and effective training opportunities for staff, as assessed by attendees.

e. Employees will be aware of job opportunities, benefits, and leaves available to them, and will report that access to those opportunities, benefits, and leaves is fair and equitable.

7. **How are these service area outcomes assessed?**

Focus groups of people who participated in recruitment activities (selection committees and new hires); customer satisfaction surveys (attendees of trainings and those who used HR services); records of performance evaluations completed; program of training and development opportunities offered and taken.
8. Identify the service area outcomes that have been successfully met during the past three years, and explain how they were successfully met. Also, discuss the steps that are being taken to ensure continuous quality improvement with respect to these outcomes.

HR has successfully met the first two SAOs (a. and b.). The next step in the continuous improvement process for those two SAOs are (a) HR, with the help of the VP of Instructional Technology, is currently interviewing vendors to provide an online applicant system that will streamline the process for HR staff and improve the application experience for job candidates; and (b) HR staff, in conjunction with staff from the Business Office, are meeting to identify joint training needs and programs on administrative processes to plan next semester’s technical training.

9. Identify the service area outcomes that have not been met successfully during the past three years. Explain the ways in which Administrative Services is engaging in continuous quality improvement with respect to this challenge. (Note: Be sure to include and to elaborate upon at least some of this information in the “Annual Action Plan”).

HR has nearly, but not completely, met SAO c. and d., above.

SAO (c) requires the cooperation of all employees of the institution. All managers and supervisors have been timely evaluated, and a process is now in place to ensure regular, comprehensive performance evaluations. Nearly all classified staff evaluations are now up-to-date (with few exceptions related to special circumstances, such as employees on extended leave, or brand-new supervisors who need time to observe employees’ performance before evaluating). Probationary faculty are, without exception, timely evaluated, and regular faculty are also timely evaluated, with rare exception. The District recently negotiated a process for the evaluation of part-time faculty, and those evaluations have begun in earnest. By the end of the spring semester, all adjunct faculty should have been evaluated, and a process and timeline will be in place to keep those evaluations current.

With regard to SAO d., HR is leading a college-wide committee on professional development to assess and develop a comprehensive professional development program that is responsive to employee needs and desires and that links opportunities to the mission, vision, and values of the institution.

SAO e., which will be part of HR’s annual action plan in year 3 of this review, is only partially met. HR held six Lunch ‘N Learn sessions on the topics of retirement planning and supplemental retirement accounts in the fall of 2013 with representatives from our education partner, ZUK Financial Group. It also has posted easy-to-understand presentations on employees’ entire benefits packages on the HR
website. After completing a website redesign, HR will engage in education about opportunities, benefits, and leaves, and assess those efforts.

10. How successfully has the Human Resources Office collaborated with other areas at the college (both instructional and non-instructional)? What steps are being taken to ensure continuous quality improvement in the area of collaboration?

Most of HR’s efforts are, by their nature, collaborative efforts. These collaborations—from creating representative committees to screen and recommend job candidates for hire to working with a representative group of employees to create a program of training and development activities for all employees—depend on the contributions, suggestions, and work effort of all employees and constituent groups. HR intends to formalize, through surveys and other requests for feedback, its assessment of these collaborative efforts.

The CHRO meets weekly as a member of the Executive Cabinet, and has a standing monthly meeting with the leadership of the CSEA leadership group. Staff also lead and/or support the following committees: safety committee, professional development committee, full-time faculty hiring, faculty professional development, and diversity/equal employment opportunity advisory committee.

11. Describe the professional development opportunities taken advantage of by members of the Human Resources Office within the past two years. In addition, please explain the ways in which Administrative Services personnel’s engagement in these opportunities has helped Administrative Services meet its various obligations and fulfill both its own mission and the college’s mission.

Members of the Human Resources staff attended regular professional development webinars offered to members of the Central 14 training consortium by attorneys from Liebert Cassidy Whitmore. In the last two years, staff have attended these 3-hour trainings in webinar format:

- Human Resources Academy I for Community College Districts – Apr. 2012
- Workplace Bullying: A Growing Concern – Nov. 2012
- Preventing Harassment, Discrimination and Retaliation in the Academic Setting/Environment – Jan. 2013
- The Disability Interactive Process – Mar. 2013
- Sick and Disabled Employees – Apr. 2013
Terminating the Employment Relationship – May 2013
Prevention and Control of Absenteeism and Abuse of Leave in Community College Districts—May 2013
Exercising Your Management Rights – Sep. 2013
Name that Section: Frequently Used Education Code and Title 5 Sections for Community College Districts --Nov. 2013
An Employment Relations Primer for CCD Administrators and Supervisors-- Dec. 2013

Additionally, all staff attended a 2-hour presentation on Ethics in Public Services (Feb. 2012).

Members of our staff who have responsibility for healthcare benefits for employees and/or retirees attended the following:
--Health Care Reform Master Class: New Counting Rules and Health Plan Eligibility
--MCSIG training on special open enrollments for retirees 2013
--FMLA webinar 2012
--Medicare 101 2012
--healthcare reform, Tom Edwards, Keenan consultant (Jan. 2013)
--pension reform presentation by Tom Manniello, J.D. (Jan. 2013)

HR hosted (and attended) several Lunch ’n Learn presentations by ZUK Financial group on retirement accounts, including supplemental retirement plans, during both years.
Two staff members responsible for workers’ compensation issues attended webinar in late 2012, updating SB 863, hosted by Keenan & Associates.

Most staff members attended presentations on Google apps, Google email, Excel, ESCAPE software (used for payroll), and Ellucian updates (for our integrated enterprise software, and HR database).

One staff member has trained with a Keenan representative to begin conducting ergonomic evaluations, and has begun “attending” webinars in conjunction with the Keenan SafeColleges program.

Additionally, the AVPHR presented a workshop for members of an academic department (ADJ) on “Preventing Discrimination in the Workplace” (May 2012); attended Central 14 Chapter meetings and professional training calendar development (May 11, 2012; May 10, 2013), and the annual fall training institute of ACHRO (October 15 (preconference) through 18 (conference), 2013), as well as presentations on accreditation (Dr. Nathan Tharp, Nov. 11, 2013); the state budget (Jan. 4, 2013 CCCO webinar); SWACC presentation on early intervention approaches to employment practices liability (Dec. 13, 2013); webinar presented by Campaign for College Opportunity on The State of Latinos in Higher Education (Nov. 2013).

The HR staff’s engagement in these professional development opportunities provides a reliable way for staff to stay knowledgeable about current legal and ethical obligations in the field, as well as to learn new ways to fulfill their duties to the college and the community, using the latest technologies or utilizing best practices from colleagues from outside the college. The laws and regulations surrounding public education employment are continually changing and evolving, and it is important that the HR staff pay constant attention to those changes so that it can help the college use its resources in assisting students in succeeding, rather than wasting resources on problems caused by neglecting its duties to remain compliant with the changing legal landscape.
12. Does the college provide adequate support and resources for the Administrative Services area (financial, administrative, facilities-related, equipment-related, and so on)? Does the Administrative Services area have sufficient staffing to support its ability to meet its service area outcomes? Please use relevant, specific examples and evidence to support and clarify your responses.

The college has implemented a program review process and timeline that allows each area to identify its needs, and these needs are reviewed and prioritized by a college governance committee, whose recommendations are then linked to the budget process. HR’s review has identified needs in the area of technology to support its work in recruitment, evaluation, and professional development. When this need is filled, the staffing of the office will likely be deemed adequate to meet service area outcomes.

13. If the Human Resources Office’s current needs—identified in the response to item #12—are not being met, explain the ramifications of this state of affairs.

Recruitments will likely take longer, and the college’s reputation could suffer if communications to applicants are not timely. Accreditation standards relating to regular evaluations and professional development opportunities would be harder to meet. And, the amount of time that these tasks of communication and tracking take will continue to tax the very busy schedules and high workload of the HR staff.

14. How successfully has the Human Resources Office addressed external compliance regulations and issues, and what steps have been taken to ensure complete success concerning this matter? Please use relevant, specific examples and evidence in your response.

HR has been successful in meeting its external compliance requirements. It maintains a common calendar of deadline reporting, has its staff well-trained in compliance issues, and has regular staff meetings where deadlines and compliance issues are regularly discussed. Staff also attend legal trainings offered 10 times each year by the Central 14 Consortium, given by attorneys at Liebert Cassidy Whitmore, that provide details about how new laws and decisions affect their work, subscribe to newsletters and news alerts written by two different law firms that specialize in public education law in California, and sign up for webinars and teleconferences given by attorneys and other practitioners on risk management, employment and school liability issues.

See items listed in Addendum to 11.

15. Please provide any other information or comments that are relevant to this review of the service area.
This is the first year that a formal process of program review, from planning to assessment to action plan, has been followed in HR, even though we always have engaged in less formal efforts to continually improve our processes and services activities, so many service area outcomes are partially complete, even the ones that have not yet been part of an annual action plan.

16. Please provide an EXECUTIVE SUMMARY of this comprehensive program review, using the Administrative Services “Executive Summary.”

17. The information requested during this comprehensive review process is intended to be meaningful and useful for the purpose of continuous quality improvement for the Administrative Services area. To this end, each year the Administrative Services area will develop a workable, year-long, follow-up action plan (entitled “Annual Action Plan”) that both derives from and addresses key information provided by the comprehensive review. Each yearly action plan will outline specific initiatives focusing on the Administrative Services area’s identified areas in need of strengthening, its identified challenges that need to be met, and the like. (Please use the Administrative Services “Annual Action Plan” template.)