

Program Review All Fields

Program Review: Human Resources Fall 2021

Main

Overview

Academic Year 2021 - 2022**Originator** Alvarez, Lucy**Division** Non-Instructional Admin Units**Department** District**Program**

Human Resources

Program Type

Administration

Co-Contributors

Contributor

- Arteaga, Amparo
- Gonzalez, Michaela
- Hermosillo, Liz

Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The Human Resources department provides support and expertise to the District in meeting the administrative functions related to recruitment and selection, training and professional development, performance management, classification and compensation, employee and labor relations, benefits administration, employee on-boarding, implementation of administrative procedures and employee investigations. Our current department structure includes a total of 6 full-time positions as follows: Director, Coordinator, Benefits Analyst, Information Systems Analyst, Technician, and Departmental Assistant. Our goal is to provide the support employees need to contribute to student success and, through the enforcement of our policies and procedures, promote the creation of an environment that fosters cooperation, acceptance, democracy, and free expression of ideas. Examples of how we achieve the mission of the District are the following: by providing professional development opportunities that focus on diversity, equity, inclusion and social justice principles; Hiring procedures designed to select applicants which embody our principles of community and demonstrate a sensitivity to and understanding of the diverse backgrounds of our students; Standardizing the process for student workers by developing a handbook to provide supportive resources and a clear understanding of their roles; Providing competitive fringe benefits package and wellness support to

our employees; Using technology to increasing accessibility of information and streamline processes such as the implementation of electronic personnel action forms, online faculty load and compensation, banner document management, online application process, and website updates.

On the PIPR website, locate and review your previous program plan and subsequent annual updates. After studying, please list:

Response and follow-up to previous program reviews

1. **2018 Department Goal #1: Increase faculty contract acknowledgement by 10% every year until 100% of contracts are acknowledged. Accomplishments: The percentages of acknowledgement are as follows: Spring 2019 - 79%, Fall 2019- 66%, Spring 2020 - 78%, Fall 2020 - 65%, Spring 2021 - 84%, Fall 2021 - 87%. By the Fall 2021 semester we have been steadily increasing the number of contracts acknowledged by faculty members.**

2018 Department Goal #2: Increase the amount of wellness and benefit events by two events every year. Accomplishments: Our department has responded to the pandemic by providing regular wellness workshops sponsored by our Employee Assistance program. The total wellness and benefit events offered per fiscal year are as follows: FY 19-20: 8, FY 20-21: 26, FY 21-22: 6.

2018 Department Goal #3: Increase the amount of training and development opportunities to five per year.

Accomplishments: We have steadily increased the amount of training and development opportunities offered to employees. The amount of training and development opportunities offered per year are the following: FY 19-20: 4, FY 20-21: 21, FY 21-22: 9.

- 2.
- 3.
- 4.

Have the services of your program changed over the past three years? Please explain (300 words or less).

The pandemic has had an incredible impact on our department. We have shifted our focus to mental health and well-being as well as managing the administrative changes required due to the pandemic. HR is now responsible for positive COVID-19 case management, guiding employees through the ever-changing isolation and quarantine requirements, administering COVID related leave benefits, implementing and enforcing the District's COVID-19 employee vaccination mandate, processing a dramatic increase in leaves of absences and medically recommended remote work request, tracking weekly testing results for employees with exemptions and engaging in the interactive process for employees requesting remote work accommodations. These new responsibilities have forced the department to update our training in a fast and furious timeline. Meanwhile, our regular work responsibilities have continued to be essential during this time, since the majority of our work is compliance-driven. We have also had to adjust to the pandemic and the resulting shift to a remote work environment by increasing the accessibility of our forms to the electronic format. New hire packets, for example, which were only available in hard copy format are now available in an electronic, form-fillable format. We have established zoom drop-in hours to provide an easy option for connecting with human resources personnel. From the mental health and wellness perspective, our services have changed in that we have significantly increased the offering of workshops to employees. The employee assistance program has been promoted heavily during this time and EAP program representatives have presented these virtual wellness workshops to our employees.

Student and Program Outcomes

College Goal for Student Achievement

The following questions refer to data regarding student achievement.

How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?

See Success and Retention dashboard in Tableau's Program Review section.

Our department does not provide direct student support. Our services indirectly support students by ensuring that staff and faculty are sufficiently qualified, follow our principles of community, and are dedicated to student success. We also support the student worker program and provide expertise and guidance to assist student workers in navigating their dual roles. Over the past three years, we have served student workers in the following amounts:

FY 2019-2020: 85 student workers

FY 2020-2021: 48 student workers

FY 2021- current: 88 student workers

These students have served in various roles throughout the District including as financial aid work study students, peer mentors, supplemental instructional leaders, CalWORKs work study students, and tutors.

In your area, what goals need to be set and what initiatives need to be developed to support success and retention? (200 words or less).

Student success and retention is indirectly supported through our departmental efforts with our employees. We are currently working on the development of a Student Worker Manager's Handbook to help our management employees better support the student worker positions. In addition, research has demonstrated that students are more likely to succeed if they see themselves in and relate with their instructors' experience. This validates the students' experience, while the absence of diversity in these positions may discourage them from higher aspirations. Keeping this in mind, our goals would include an emphasis on retention and attraction of a diverse employee group. Another goal would be to provide professional learning opportunities to our existing employees to encourage cultural humility, anti-racist policies and practices, recognition of unconscious biases, racial equity, understanding of micro-aggressions, inclusive teaching practices and other DEI related topics.

Equity

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: LOCATE Success and Retention dashboard in Tableau's Program Review section. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).

Please find Equity information in Tableau's Success and Retention dashboard. Contact your support team for any needed assistance in using Tableau.

We can make an impact in increasing disproportionate student success through our hiring efforts and guidelines. By increasing the focus on understanding the diverse perspectives of our student population, having cultural humility, being dedicated to identifying and dismantling systems of institutionalized racism during our hiring process, we can achieve stronger outcomes in hiring employees that students connect with and can assist students in navigating the community college experience successfully. The human resources department can also support employee led cultural celebration events which would also help in creating a more positive student experience for underrepresented groups. Finally, maintaining a happy and healthy employee base is essential in ensuring we are all doing our best to serve students. This has been one of the greatest challenges during the pandemic. Our health and welfare package continues to be one of the most generous in the area and we have significantly increased the presence of the employee assistance program (EAP) in the campus community to help navigate these difficult times.

Our Equal Employment Opportunity (EEO) Plan States

"Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination."

What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?

Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.

Our department is deeply invested in ensuring the diversity, equity and inclusion principles that guide the work we do, are infused into our processes and procedures. Through the work of the EEO committee, we have sponsored events such as Ethnic Studies panels, Summit on Race and the Law, EEO best practices training, Diversity, Equity and Unconscious Bias Training, Improving Transgender Inclusivity on Campus, EEO and Equitable Workpractices trainings.

In addition to promoting learning opportunities related to DEI, we are also updating our hiring guidelines to eliminate barriers for underrepresented candidates and increasing the focus on diversity, equity and inclusion within the hiring process with more DEI centered questions and updated job

announcements. We have partnered with the equity committee and the Title V grant implementation group to unify our professional learning efforts. Currently, we are working with both committees to develop an equity based leadership academy following Skyline College's Equity Training Series model. From the department perspective, we are planning on creating monthly newsletters which include reminders as to how employees can ensure DEI values are at the core of their services. The newsletter also serves to reach the goal of inclusivity by ensuring all employees are able to access the information, which we hope to make bilingual for our predominantly Spanish speaking employees and post in areas frequented by employees on a monthly basis.

How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?

Our job announcements have been updated to include the District's values regarding creating an equitable and inclusive workplace that reflects the demographics of our student population. Our hiring guidelines are currently being updated by the EEO committee to reflect an intentional weaving of DEI principles in every step of the hiring process to ensure we are attracting candidates that align with our values. We have updated our classified evaluations to ensure we have a performance measure related to dealing with others in a diverse environment. In addition, we have offered several professional learning opportunities related to DEI principles. Our training efforts include presenting regarding Equal Employment Opportunity, equitable workplace, best practices for diversity, equity and inclusion in the hiring process and inclusivity during our all employee convocation and professional learning days.

Learning and Area Outcome

Have you reviewed all of your Service Area Outcomes (SAOs) to ensure that they remain relevant for evaluating the performance of your area?

Are your SAOs mapped in curiQunet?

No

Are your SAOs up to date in curriQunet?

No

Have your SAOs been assessed in the last five years?

No

Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?

No

If you answered no to any of the above questions, what is your plan to bring your assessments into compliance (200 words or less)?

I am looking into how to create and map these SAO's into curriQunet. It does not appear that we have developed service area outcomes in the past. The team will develop these in the Spring 2022 semester and update curriqunet accordingly.

Outcome Assessments

Services Area Outcomes (SAO)

Review your SAOs data located in curriQunet. What is your department's acceptable achievement score goal for each outcome?

Not applicable.

Institutional Learning Outcomes (ILO)

How do your SAO support the college ILOs? Be specific (200 words or less).

Not applicable.

Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them (200 words or less)?

Not applicable.

Curriculum and Course Offerings Analysis

Program and Resource Analysis

Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Program and Resource Analysis

1. **How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

Full Time Faculty

Part Time Faculty

Full Time Staff

Part Time Staff

Full Time Mgr/Admin

Part Time Mgr/Admin

2. **2019**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

75

Full Time Faculty

0

Part Time Faculty

0

Full Time Staff

5

Part Time Staff

0

Full Time Mgr/Admin

1.00

Part Time Mgr/Admin

0.00

3. **2020**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

75

Full Time Faculty

0

Part Time Faculty

0

Full Time Staff

4

Part Time Staff

0

Full Time Mgr/Admin

1.00

Part Time Mgr/Admin

0.00

4. **2018**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

60

Full Time Faculty

0

Part Time Faculty

0

Full Time Staff

5

Part Time Staff

0

Full Time Mgr/Admin

1.00

Part Time Mgr/Admin

0.00

Faculty Percentages

Percentage Full to Part Time Faculty

Year:2018

FT = 0%

PT = 0%

Year:2019

FT = 0%

PT = 0%

Year:2020

FT = 0%

PT = 0%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

Due to the need for an EEO officer to implement the EEO plan and the work of the EEO committee, we offered a reassignment opportunity for the first time in the history of our department to a full-time faculty member who is also an EEO committee member. We do not expect this assignment to continue since the board has now approved a Coordinator of EEO, Diversity and Title IX position in our department. In terms of projected changes, it is always possible that our employees move on to better job opportunities. However, our HR team is well established, and we've recently hired a seasoned and experienced HR Technician. We are creating desk manuals to assist in the onboarding process as well as for cross-training purposes. The pandemic has disproportionately impacted human resources departments for all organizations, and we are seeing a mass exodus of HR professionals who are burned out due to the additional workload. We try to mitigate this situation by providing flexibility and support among the team. In addition, the District has approved the hiring of temporary HR employees to help provide coverage for periods of vacancy due to resignations and long-term leaves.

Additional Comments

Evaluation of Resource Allocations

List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

Did you receive additional funds?

Yes

Resource Allocation

1. **50000**

Funding Source

District

Academic Year

2021 - 2022

Purpose of Funding

Equal Employment Opportunity, Diversity, Equity and Inclusion

Result

50,000

Program Productivity

Program Productivity Measurements

Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out Total allocated budget and Total spending.**

- **2020 - 2021**

Total Number of student contacts

Total allocated budget

949013.000

Total spending

779000.000

Total cost per student (Student Contact/ Total Spending)

- **2019 - 2020**

Total Number of student contacts

Total allocated budget

964511.000

Total spending

894625.000

Total cost per student (Student Contact/ Total Spending)

- **2018 - 2019**

Total Number of student contacts

Total allocated budget

963796.000

Total spending

883108.000

Total cost per student (Student Contact/ Total Spending)

Year and Student count

Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results.

Yes, costs are aligned with budget. However, we are planning on increasing the usage of our EEO funds to maximize their impact on our campus community. For the 21-22 fiscal year, we have a budget of \$119,092.76.

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

Our department collaborates with the Equity and Title V Grant planning committee to ensure that our efforts are not duplicative. We are also planning on joining funding streams to support the creation of the EEO/Diversity Leadership Academy. We are also in our 3rd year of collaborating with the AEC Workability department and Career Transfer Center to offer workshops to students for resume writing, interviewing skills and job readiness. We have also participated in the on-campus career fair to showcase employment opportunities at Gavilan College. We have developed strong and ongoing partnerships with Business Services, Payroll, and the I.T. department because our work is interconnected. In Fall 2021, for example, we presented a joint forum with these departments to highlight updates in our areas to the campus community. In addition, we hold bi-monthly business process meetings to develop written procedures that affect all of our departments. HR also meets weekly with the payroll department and we hold a monthly meeting with I.T.

Other Opportunities and Threats

Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, EMSI data and etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

The pandemic has been one of the strongest threats to our department in the past couple of years. It has stretched our services beyond the capacity that we can meet and has brought about increased challenges in how we continue serving the campus community. However, it has also presented the greatest opportunity. We have been forced to adjust rapidly to the ever-changing needs of our campus community and this has resulted in implementing changes that would have taken much longer to implement in "normal" times. For example, we have increased accessibility of our forms by updating the intranet and converting forms that were previously only available in hard copy version to an electronic, form-fillable version. We have also been encouraged to develop our professional growth and learning by connecting with employees during times of crisis and guiding them through incredibly difficult situations such as furloughs, illnesses and even deaths. Situations like these that would come up occasionally in pre-pandemic times were now happening regularly. As we look ahead into an eventual shift out of the pandemic, these opportunities will help our department evolve and deepen our commitment to service to our employees and district compliance.

Additional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

Yes, we provide regular professional learning and development opportunities for faculty and classified employees. We are regularly on the agenda for a workshop or more during convocation and professional learning day. In addition, through our work on the EEO committee, we offer additional professional learning opportunities to District employees. Pre-pandemic, we also participated in offering professional learning opportunities during the classified professional development day. Our hiring committees all include training on the importance of diversity, equity and inclusion during the hiring process and the recognition of unconscious bias, microaggressions and the educational benefits of a diverse workforce.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

At this time, we will be fully staffed with the addition of the Coordinator of EEO, Diversity and Title IX. However, we may have a need for increased staff in preparation for the staffing of the Hollister Educational Site as well as for ongoing increased support due to the creation of this site.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

Our department is responsible for the implementation of the Equal Employment Opportunity Plan and managing the hiring process for all employee recruitment. We have updated our job description template for all positions, including temporary assignments, to include a highlighted focus on the Districts DEI values and principles. In addition, we are in the process of updating our hiring guidelines with a focus on eliminating barriers to underrepresented applicants. This has helped us attract a highly diverse group of new hires over the past year. Our salary scales are highly competitive in comparison with other districts our size as well as in our region and we continue to offer one of the highest maximum District contributions to employee health benefits plans. Retainment has been a challenge during the pandemic as it has encouraged many employees to re-evaluate their lives. Some of our employees have chosen to retire much earlier than anticipated to spend more time with family or care for aging parents. Others have had changes in their career or have sought more flexibility in their work schedule. HR is leading the conversation regarding establishing alternative work schedules and a policy for telecommuting. The workforce is searching for flexibility in their work schedules and options such as these would allow us to retain the best talent more effectively as well as attract the right candidates to our district.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

Our department participated in the Caring Campus Initiative in Fall 2020. Our Departmental Assistant was the HR representative on this initiative and implemented improvements to the manner in which we serve our employees. As a result, our website was updated to include a revised Title IX webpage and resources as well as a description of the areas each team member oversees. Many of our forms were converted to electronic form-fillable documents for easier access and usage. Our most notable accomplishment in the past couple of years has been the navigation and administration of all additional COVID-19 related responsibilities. We have trained management on new leave benefits and managing in the remote environment. In addition, we have had the most labor intensive negotiations during this time as we worked to develop several memorandums of understandings with both unions to mitigate the impacts and effects of an ever-evolving environment. Meanwhile, we have confidentially handled some of the most sensitive and involved employee investigations that the District has faced. As a result of racial inequities we witnessed nation-wide, our EEO committee was re-energized to implement positive change throughout the District. During a time of great tragedy, chaos and unrest, we have continued to be committed to positive and transformational change.

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

Please update curricunet to allow for more characters. I meet the word count but when I copy and paste into curricunet I receive an error – not for word count but for character count. I had included tables in my responses and although I still met the word count, curricunet would not allow me to upload them.

Goals

Three-Year Program Plan Goals

1. **Offer at least 7 professional learning and development opportunities to our employees with a focus on diversity, equity and inclusion principles.**

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

Mission statement: cultivate learning and personal growth to ensure our employees can effectively engage, empower and enrich students of all backgrounds to reach their potentia.

Strategic Plan: Improve equity and increase achievement by ensuring well trained faculty and employees who demonstrate a sensitivity to and understanding of students diverse backgrounds.

SAO: The department has not established service area outcomes. This is currently a work in progress.

Proposed Activity to Achieve Goal**

Coordinate trainings with diverse speakers and topics related to DEI and other relevant topics to the campus community. Track number of trainings offered per year.

Responsible Party

Human Resources and EEO committee

Fund amount requested. If a collaboration, what % required from each partner?

Funding source would be the EEO funds we receive from the California Chancellor's Office on an annual basis.

Total Three Year Resource Allocation Request

0

Timeline to Completion Month / Year

Annually by end of each fiscal year.

How Will You Evaluate Whether You Achieved Your Goal

By tracking the number of trainings we provided on an annual basis as well as providing evaluations for each of the training opportunities.

2. **Increase the number of wellness and benefit related events to at least 10 per year.**

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

Mission Statement: In order to successfully engage, enrich, and empower our students, employees must first ensure that they are well cared for from a wellness perspective. This goal would increase the amount of services provided to employees to emphasize the need on personal care to best serve others.

Strategic Plan: This goal is connected to strategic plan goal number 1: Increase achievement. By providing resources and support to employees for their overall mental health and well-being, we are encouraging that faculty and staff are the most prepared to best support our students in achieving their educational goals.

SAO Results: Currently the department does not have established service area outcomes. These are in progress.

Proposed Activity to Achieve Goal**

Partner with the Employee Assistance Program, CalPERS and other benefit vendors to increase the offering of benefit and wellness events to our campus community.

Responsible Party

Human Resources and the Mental Health and Wellness Committee

Fund amount requested. If a collaboration, what % required from each partner?

Ideally we would have a fund of at least \$5,000 to help support events such as our annual wellness fair. We encourage vendors to donate a raffle item for our event but there are still overhead and administrative costs associated with the organization of these events.

Total Three Year Resource Allocation Request

15000

Timeline to Completion Month / Year

This goal should be reached on an annual basis during the review period.

How Will You Evaluate Whether You Achieved Your Goal

We would evaluate by keeping track of the number of benefit and wellness events offered to the campus community as well as requesting feedback from these events.

3. **Implement efficiencies in the departments everyday work including electronic personnel action forms (EPAF), banner document management (BDM), updates to website, improving internal controls and creating process and procedures manual.**

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf)
and SAO Results

Mission Statement: In order to best serve the campus community and focus our attention on matters that have a more direct impact on student success and achievement, we must re-evaluate how we conduct our work and improve our processes and procedures.

Strategic Plan: This goal relates to strategic plan goal 1: Achievement and goal 4: Equity by allowing us to best serve our employees and integrate the focus on equity in our processes and procedures. One such improvement would be the integration of the Chancellor's Office Vision Resource Center which would allow us to enhance the professional learning and development options available to our campus community. Our department is overwhelmed with manual processes. Streamlining these processes and implementing improvements would allow us to shift our focus to more critical work such as helping the district identify and dismantle structures of institutionalized racism and inequities in our processes.

SAO Results: The department currently does not have SAO's development. This is a work in progress.

Proposed Activity to Achieve Goal**

By partnering with the business office, I.T. and payroll to train and implement these changes.

Responsible Party

Human Resources although many of the processes that need updating are shared between HR and payroll.

Fund amount requested. If a collaboration, what % required from each partner?

I believe we currently have budgeted joint funding to support the training needed in order to be successful in implementing these efficiencies using our ERP system. The total amount needed may be an estimated \$50,000.

Total Three Year Resource Allocation Request

50000

Timeline to Completion Month / Year

By the end of the review period - Spring 2025

How Will You Evaluate Whether You Achieved Your Goal

On an annual basis we will determine what efficiencies we were able to achieve towards our goal. We will analyze how much time these improvements in our processes and procedures have saved the team.

Executive Summary

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The pandemic has increased the workload of the human resources department while highlighting the department's importance. The HR department has been essential in assisting the District with navigating the complexities of the worldwide pandemic in the workforce. We have been at the forefront of contact tracing efforts, guided employees through enhanced leave benefits, focused our efforts on the mental health and wellbeing of our employee base and set up a structure for effective remote work policies. Meanwhile, our focus on customer service from an empathetic and caring perspective has not wavered. Our regular duties of ensuring the accurate processing of payroll changes, compliance, labor relations, benefits administration, performance management, employee/employer relations, investigations, reporting and data management have continued while we have faced added complexities such as the processing of furloughs for management and confidential employees. Unfortunately, the challenges are only increasing as we face the work needed to address the District's budgetary deficit as well as the recommendations received through the fiscal crisis management team report. Our program goals reflect the work we must sustain as well as the work we need to implement in order to best support the District during these critical times. Professional development is key to an evolving workforce and dedication to serving our students as best we can. Benefits and wellness are essential during a time of great stress. The departmental efficiencies will allow HR to focus on critical areas that we have not had the capacity to focus on, such as providing more guidance and training to our leadership employees, connecting with the campus community through events and increased on-campus presence, and solidifying our internal controls.

Attach Files

Attached File

HR PIPR 2022 - Upload to Curriconet 01-13-2022.docx (/Form/Module/_DownloadFile/127/45281?fileId=202)