

Human Resources Plan: 2009/10 to 2012/13
Human Resources Committee
(Revised July 2010)

Part 1 Narrative

A. Description of the Human Resources Committee's Planning Process

The Human Resources Committee (HRC) was formed in January 2009 and consists of six to seven members comprised of representatives of administration, faculty, classified staff, and students. We meet on a monthly basis depending upon our goals and deadlines.

Spring 2009 Participants included:

- Sandra Comerford (Chair - Administrator)
- Bernard Gershenson (Faculty)
- Kathy McEachron (Classified)
- John Martinez (Classified)
- Yuriy Sushko (Faculty)
- Natassia Kapuniaai (Student)
- Eileen O'Brien (Recorder – Faculty)

In Fall 2009 two of the faculty members could not return, as a result our committee members now include:

- Sandra Comerford (Chair - Administrator)
- Coleen Kirby (Faculty)
- Kathy McEachron (Classified)
- John Martinez (Classified)
- Natassia Kapuniaai (Student-for Fall 09 Semester)
- Issa Ibrahim (Student)
- Eileen O'Brien (Recorder – Faculty)

These are the dates that we have met since our inception:

- January 9
- March 27
- April 29
- May 18
- September 22
- October 8
- October 22

Key Activities in the Planning Process included the following:

- The HR committee held our first meeting on January 9, 2009. In addition to our committee members, Susan Estes, Jennifer Hughes, and Diana Bennett also attended to provide an overview of the committee process and to discuss our possible mission and purpose.
 - During this meeting we discussed the purpose of the committee, possible mission, tasks, timelines, and deadlines for completing various milestones.
 - We selected a chair and recorder and discussed the role of each member.
 - We briefly reviewed the Strategic Plan and Education Master Plan.
 - A draft of the mission statement, as prepared by Mike Claire, was reviewed. We decided to review the mission statement and return to the next meeting with our own list of ideas.
 - We discussed the need to develop annual work plans.
 - We considered the value of inviting PRIE to attend our meeting to learn more about the resources available through them and to discuss which data we might want to request.
 - We divided the EMP into sections that were assigned to each committee member to read, looking for information relevant to our committee's goals and mission.
- At the April 29 meeting, Sandra presented a preliminary HR Goals and Objectives plan, which she developed after reviewing the EMP, Strategic Plan, accreditation information, and similar plans at other colleges.
 - We reviewed the proposed plan and identified a few areas for revision.
- The committee met with PRIE during the May 18 committee meeting. Milla McConnell-Tuite and John Sewart provided several documents regarding the planning process including key concepts for institutional planning, common elements of a strategic planning model, key terms in college plan development, SWOT analysis, other CSM planning committees and relationships, and the CSM planning cycle.
 - Sandra presented an updated draft of the HR Goals and Objectives plan reviewed during our previous meeting.
 - Additional areas of revision were identified.
 - Once revisions were made, Sandra would forward our draft to the VPI.

Revisions to the Planning Process included the following:

- At the end of the 2008-09 school year, Institutional Planning Committee (IPC) made several decisions about our institutional priorities and changed some committee planning documents.
 - IPC identified CSM's top five institutional priorities.
 - A September 4 all-college meeting of the IPC committees was held at which a new planning template was introduced. The new planning template was based upon the new institutional priorities and the various objectives associated with each priority.
 - As a result, Sandra took the data from the previous HR committee work plan and reformatted it into the new planning document.
 - PRIE developed/revised several additional documents.
 - CSM's strategic plan was eliminated; a strategic plan was adopted by the District.

- Our first meeting of the 2009-2010 school year was held on September 22. During this meeting, Sandra updated the committee about the five new institutional priorities and the new planning form. She presented our previous planning materials in the new planning format. As a result, these were the goals that resulted:
 - Goal 1 – Objective 1, 2, 3, 4, 5
 - Goal 2 – Objective 1, 2
 - Goal 3 – Objective 1
 - Goal 4 – Objective 1, 2
 - Goal 5 – Objective 1

- We reviewed the five goals above and consolidated/eliminated them to arrive at just a few goals:
 - Goal 1 – Objective 1
 - Goal 2 – Objective 1, 2
 - Goal 3 – Objective 1

- Each committee is to present their planning documents to the IPC by November 9. We identified which members would tackle the implementation of each goal and objective and meet the implementation deadline of Spring 2010.

- The committee met on October 8 to discuss how to prepare Parts 1 and 2 of the HR Goals and Objectives plan that is due on November 9. Sandra volunteered to complete the sections in Part 2 located between each goal and objective for each goal dealing with:
 - Institutional Priorities Addressed by Goal
 - Evaluation or Assessment of Goal
 - College Indicators
 - Relationship to Other Key Planning Documents.

- Sandra presented these to the committee at the October 22 meeting.

- Regarding Part 1 (the narrative), we decided that the sections would be divided among committee members. As a result, these are the assignments that were made:
 - Section A – Eileen
 - Section B – Colleen
 - Section C – Colleen
 - Section D – Sandra
 - Section E – entire committee would develop content at the October 22 meeting.

- The committee met on October 22 to review the narrative portions of Part 1 prepared by committee members and the content provided by Sandra regarding each goal's assessment, college indicators, relationship to key planning documents, etc.

- The committee submitted the Human Resources plan entitled Human Resources Recommended Goals and Objectives 2009-10 to 2013 to IPC on November 9, 2009.

- The committee met on November 17, 2009 to plan for the following spring semester.

B. Rationale and Analysis of the Data

The Human Resource Committee is a newly developed committee created as one of six subcommittees reporting to the Institutional Planning Committee. As spelled out in the action steps for the various goals in Part 2, the HRC will analyze the data in the Educational Master Plan and Program Reviews, in addition to data in other state and local resources, to find commonalities among these documents and ultimately achieved the HRC proposed goals. In addition to the college's Educational Master Plan, the committee has linked its goals to other key planning documents such as the San Mateo County Community College District Strategic Plan and College of San Mateo Mission, Vision, Values, and Diversity Statements. The purpose of the HRC is to recommend to the college the number of staff, faculty, and administration positions needed in order for the College of San Mateo to operate effectively and efficiently. The HRC will also review hiring practices and faculty and staff development activities at College of San Mateo. Based on these purposes, a SWOT analysis has been provided below:

S Strengths:

- College of San Mateo is a diverse California community college offering students a wide array of courses and subject matters.
- CSM provides the student with many services, such as financial aid and counseling.
- Current large enrollment exists at CSM.
- CSM is committed to providing basic skills and transfer-level courses as well as CTE programs to the community.

W Weaknesses:

- CSM is facing budget cuts of millions of dollars at different phases.
- Through managed hiring, CSM has reassessed the needs of a number of positions from all three personnel areas: staff, faculty, and administration.
- Recovery of the state budget to levels seen in prior years (2006-07) may take years.

O Opportunities:

- Budget recovery is expected over the next several years.
- "Soft money" funding for some staffing or faculty needs may exist.
- Student demand is on the increase, resulting in a need for more staff and faculty to serve them.

T Threats:

- The state of California has made cuts to education, especially community colleges.
- The district will not be able to implement HRC recommendations due to the budget constraints.
- The district is over the enrollment cap, which is forcing reductions; the district is being told to turn students away instead of serving them.
- Because of inconsistent standards in MIS reporting, the analyses of such reporting make accurate comparisons among colleges very difficult and, therefore, unreliable.

C. Planning Assumptions

The HRC will be conducting data analysis as identified in the action steps for each goal and objective in the grid in Part 2. Some information will be garnered via surveys conducted by the PRIE office. Other data will be drawn from various college and district documents and sources, such as the College of San Mateo Educational Master Plan, CSM Institutional Priorities 2008-2011, instruction and student services Program Reviews, the San Mateo County Community College District Strategic Plan, the SMCCCD Faculty Selection Procedures, the SMCCCD Administrative & Classified Selection Procedures, and the HRC survey of administrators at College of San Mateo. External documents and resources include the California Community Colleges Chancellor's Office MIS Database on staffing, the Community College League of California report, and the CA community college statewide enrollment decline data. In addition to collecting data from faculty and student service unit documents such as program reviews, the HRC will request information from various district and college employees, such as the Human Resources Manager.

After just a cursory review of a number of documents, the committee has formed a number of planning assumptions. Some of these assumptions include the following:

- A relatively high percent of faculty are poised to retire within the next few years.
- MIS data, although plentiful, remains difficult to use for comparison and projection purposes.
- Program Reviews, from both instruction and student services, will be key documents in determining faculty and staff personnel needs.
- The annual assessment (indicated in Goal #2, Objective #2) needs to include a plan to address future programs and their personnel needs.
- Professional development activities—for staff, faculty, and administrators—may need to be bolstered and organized into a comprehensive professional development program.
- Other IPC subcommittees' goals and activities may overlap with those of the HRC.
- Because HR is a district function, District Human Resources personnel may want to be advisory to the HRC.

D. Linkages to Other Plans

The Recommended Goals and Objectives plan of the Human Resources Committee has three broad goals: 1) to ensure parity across hiring procedures, 2) to develop an assessment of the college's human resources needs in light of retirements and separation, and anticipated areas of growth or decline (reported in a Human Resources Plan and in a guide outlining a procedure and a timeline), and 3) to ensure professional development and staff development opportunities for staff, faculty, and administrators. These goals focus on the fair selection of employment candidates, a sufficient number of employees, and the professional enrichment of faculty, staff, and administrators to carry forth the mission of the college. These goals are linked to a number of essential college and district plans and accreditation standards.

The college-wide recommendations presented in the college's 2008 Educational Master Plan (EMP) are driven by the planning assumptions, which are derived from the synthesis of the data reported in the EMP. These recommendations include, among others, using alternative instructional and student services delivery modes to serve an increasingly diverse student population; evaluating and adjusting program mix to address changing student demographics, student needs, and workforce and employment trends; preparing a class schedule that is driven by evidence-based student demand; developing specific strategies to address the needs of basic skills students and the current needs of business and industry; developing strategies to increase the transfer rate; and developing high-tech, high-touch cutting-edge student services programs that are well integrated with instruction and that are responsible to an ever-changing student population. These recommendations can only be carried out with a dedicated, committed, caring group of employees, sufficient in number and highly capable. Only with an adequate staff, addressed in the first of the two goals of the Human Resources Recommended Goals and Objectives, can these recommendations be met. The Human Resources Plan will address equitable hiring procedures and staffing needs.

Pages 79 – 82 of the EMP describe the CSM employee profile, showing gender and ethnicity breakdown by employee classification, full-time and adjunct instructional and non-instructional faculty by age group for years of service, and classified staff by age group for years of services. The Human Resources Committee will use this critical information to examine what possible trends there may be for the different employee classifications and the need for replacement in the future. Because so much of the college's total operating budget is allotted to human resources, careful planning is critical.

The CSM Institutional Priorities 2008-2011 align with the EMP. The objectives for Priority 1: Improve Student Success; Priority 2: Promote Academic Excellence; and Priority 3: Promote Relevant, High-quality Programs and Services pinpoint specific measures that address these recommendations. However, to accomplish these objectives CSM needs to hire, retain, and professionally enrich faculty, staff, and administrators. Priority 4: Promote Integrated Planning, Fiscal Stability, & the Efficient Use of Resources lists as one of its objectives the following: “Determine and maintain appropriate staffing levels.” This objective aligns with Goal 2 of the current Human Resources Recommended Goals and Objectives.

Goal 3 of the Human Resources Recommended Goals and Objectives plan addresses professional development for faculty, staff, and administrators. Both the EMP and the SMCCCD Strategic Plan clearly recommend comprehensive professional development opportunities for all constituencies. The EMP emphasizes that the professional development program include (but not be limited to) pedagogical strategies, the use of technology, and effective interpersonal and intercultural communication and public interactions. Recommendations 4.5a, 4.5b, and 4.5c of the SMCCCD Strategic Plan also directly address the need for robust development opportunities for all constituencies in addition to the need to meet accreditation standards in this area.

The Human Resources Recommended Goals and Objectives link to ACCJC Accreditation Standards. Standard III.A requires self-analysis of human resources across the college. In this standard, the commission asks the college to analyze the qualification of its personnel to assure the integrity and quality of its programs and services. These employees need to be reviewed for appropriate education, training, and experience in addition to maintaining a sufficient number of staff, faculty, and administrators. The college must justify its selection procedures and written policies ensuring fairness in hiring. The commission is also interested that the college analyze the number and quality of appropriate opportunities for continued professional development of all personnel. The goals of the Human Resources Recommended Goals and Objectives plan address all these accreditation standards.

E. Assessment

When the members of the HRC have completed the action steps in Part 2: Recommended Goals and Objectives, the committee members will assess the outcomes. For Goal 1, the HRC will evaluate the established hiring procedures, the process established to assess the hiring process, and the results of the evaluation process leading to any needed suggestions for improvement. The outcome of Goal 2 will be a Human Resource Plan, which will be assessed by the HRC and by the Institutional Planning Committee (IPC). Goal 3, which focuses on professional and staff development, will be assessed by a number of College Indicators, including the number of professional and staff development opportunities offered and the level of participation in these activities.

Human Resources Recommended Goals and Objectives 2009/10 to 2012/13				
Goal #1: <i>Ensure parity across hiring procedures.</i>				
Institutional Priorities Addressed by Goal: <i>Priority 4: Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources</i>				
Evaluation or Assessment of Goal: <i>Evaluation of procedures based on checklist outlining criteria; procedure evaluation of HR at District office</i>				
College Indicators Influenced by Goals: (Refer to College Index and/or Comprehensive Listing of Indicators and Measures) Index 4.13 Employee Satisfaction/Perception with Planning Processes Index 5.1 Employee Satisfaction and Perception: Overall Rating				
Relationship to Other Key Planning Documents or Mandates:				
<p style="text-align: center;">Ed Master Plan</p> <p><i>The College must recruit the best faculty and staff in order to address the EMP recommendations in the following categories: Enrollment, Basic Skills, Transfer, Lifelong Learning, Career and Technical Programs, Student Engagement, and Student Expectations of Convenience and Choice (pp. 17-19).</i></p>	<p style="text-align: center;">SMCCCD Strategic Plan</p> <p><i>Examine recruitment strategies and develop means to attract more applicants from diverse backgrounds for faculty and staff positions (recommendation 4.2c).</i></p>	<p style="text-align: center;">Other [ACCJC Accreditation Standards]</p> <p><i>The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services (accreditation standard III.A.1). Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated (accreditation standard III.A.1.a). The institution establishes and adheres to written policies ensuring fairness in all employment procedures (accreditation standard III.A.3.a).</i></p>	<p style="text-align: center;">Other [College Vision Statement]</p> <p><i>College of San Mateo will recruit, support, and retain the best faculty, staff and administrators (paragraph 3).</i></p> <p style="text-align: center;">Other [College Diversity Statement]</p> <p><i>...we are consciously guided by our priority to achieve broad inclusiveness and afford equal opportunity to all... (paragraph 2).</i></p>	<p style="text-align: center;">Other [College Values Statement]</p> <p><i>[W]e believe in supporting open, dynamic and collaborative decision making processes with appropriate representation (value 2).</i></p>

Objective #1: Evaluate whether the criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and communicated, thereby upholding the integrity and quality of programs and services by employing personnel.				
Action Steps	Resources Estimated (Human, Fiscal, and Capital)	Outcomes/Deliverables	Proposed Leads	Timeline
<p>1.1.1 Review with District HR the communication of hiring criteria, their evaluation qualifications, and procedures.</p> <p>1.1.2 Review with District HR a sample job announcement to ascertain whether announcements include technology skills as mandatory or highly desirable (as appropriate for the job position).</p> <p>1.1.3 Review with District HR the procedures to publicize openings.</p> <p>1.1.4. Review with District HR their process to evaluate the effectiveness of their hiring procedures.</p>		<ul style="list-style-type: none"> • Development of checklist of procedures. • Evaluation of (job announcement) criteria, qualifications, procedures, and publicity based on checklist. • The addition of technology skills in job descriptions as highly desirable or mandatory (as appropriate for the job position). • Recommendations based upon findings. • HRC review of HR's evaluation procedure. 	District HR; HRC	Fall 2010/ Spring 2011

Human Resources Recommended Goals and Objectives 2009/10 to 2012/13				
Goal #2: <i>Develop an annual compilation of the college's human resources needs in light of retirements and separations, and anticipated areas of growth or decline.</i>				
Institutional Priorities Addressed by Goal: <i>Priority 4: Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources</i>				
Evaluation or Assessment of Goal: <i>Evaluation of Human Resources Plan by HRC and IPC</i>				
College Indicators Influenced by Goals: (Refer to College Index and/or Comprehensive Listing of Indicators and Measures) Index 4.13 Employee Satisfaction/Perception with Planning Processes Index 5.2 Employee Satisfaction and Perception: Campus Climate				
Relationship to Other Key Planning Documents or Mandates:				
Ed Master Plan <i>The College must maintain sufficient numbers of faculty, staff, and administrators in order to address the EMP recommendations in the following categories: Enrollment, Basic Skills, Transfer, Lifelong Learning, Career and Technical Programs, Student Engagement, and Student Expectations of Convenience and Choice (pp. 17-19).</i>	SMCCCD Strategic Plan <i>Develop staffing plans that recognize existing staffing resources in all employee categories and project future resource needs (recommendation 4.2d).</i>	Other [ACCJC Accreditation Standards] <i>The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes (accreditation standard III.A.2).</i>	Other [College Vision Statement] <i>College of San Mateo will recruit, support and retain the best faculty, staff and administrators (paragraph 3).</i>	Other [College Values Statement] <i>[W]e believe in supporting open, dynamic and collaborative decision making processes with appropriate representation (value 2).</i>

Objective #1: Assess the college's classified staff, instructional staff, and administrative staff (to ensure that these levels are aligned with current and future college needs).				
Action Steps	Resources Estimated (Human, Fiscal, and Capital)	Outcomes/Deliverables	Proposed Leads	Timeline
2.1.1 Determine current staffing levels of 2.1.1.a classified staff, 2.1.1.b instructional staff, and 2.1.1.c administrative staff. 2.1.2 Determine current and future staffing needs by: 2.1.2.a extracting from program reviews the annual assessment of human resources requests (classified, faculty, and administration). 2.1.2.b requesting from deans and administration the assessment of anticipated areas of growth or decline (including forecast retirements and separations). 2.1.2.c updating quantitative analysis of staffing needs and forecasting retirements (from EMP).		<ul style="list-style-type: none"> • Confirmation that Program Review exists at all levels, including administrative offices. • Compilation of statistical information regarding staffing at all three levels. • Needs assessment determined by examining results of 2.1.1 and 2.1.2. • Prioritization of recommendations. 	HRC; PRIE; Instructional and Student Services Deans	2010-2011
Objective #2: Develop an annual compilation and forecast of the College's human resources needs.				
Action Steps	Resources Estimated (Human, Fiscal, and Capital)	Outcomes/Deliverables	Proposed Leads	Timeline
2.2.1 Outline a procedure for the annual assessment process to determine the college's human resources needs. 2.2.2 Determine HR Committee's annual timeline for the assessment. 2.2.3. Develop a forecast of the College's HR needs as a result of retirements, separations, PIV process and any anticipated areas of		<ul style="list-style-type: none"> • A procedure for annual assessment. • A timeline for assessment. • Forecast report of College's HR needs. • Recommendations for IPC and Budget Planning Committee. 	HRC; Instructional and Student Services Deans; PRIE	2011-2012

growth or decline. 2.2.4 Use results as basis for recommendations to IPC and the Budget Planning Committee.				
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Human Resources Recommended Goals and Objectives 2009/10 to 2012/13				
Goal #3: Ensure professional development and staff development opportunities for staff, faculty, and administrators.				
Institutional Priorities Addressed by Goal: Priority 5: Enhance Institutional Dialog				
Evaluation or Assessment of Goal: Evaluate recommendations based on the HRC findings; satisfaction ratings of professions development and staff development opportunities				
College Indicators Influenced by Goals: (Refer to College Index and/or Comprehensive Listing of Indicators and Measures) Index 5.3 Staff Development Opportunities: Percentage of Participation by Employees Index 5.4 Staff Development Opportunities: Dollars Allocated Index 5.5 Staff Development Opportunities: Percentage of Participation in Shared Governance Index 6.5 Numbers of professional development activities offered Index 6.6 Rate of participation in professional development among the various constituencies Index 6.7 Total Amount allocated to development Index 6.8 Faculty satisfaction with quality of professional development provided Index 6.9 Faculty satisfaction with their technical preparedness and ability to improve student success and retention in distance education courses/As reported to ACCJC, 12/08 Index 6.10 Increase professional development opportunities dedicated to distance education/As reported to ACCJC				
Relationship to Other Key Planning Documents or Mandates:				
Ed Master Plan <i>The College must develop a comprehensive professional development program for faculty, staff, and administrators that includes, but is not limited to, pedagogical strategies, use of technology, and effective communication in interpersonal, intercultural, and public interactions (p. 19).</i>	SMCCCD Strategic Plan Strengthen professional and academic development opportunities for faculty and staff (recommendation 4.5a). Strengthen faculty and staff development that supports activities to meet accreditation standards (recommendation 4.5b). Continue to raise cultural awareness and to provide diversity training	Other [ACCJC Accreditation Standards] The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs (accreditation standard III.A.5). The institution plans professional development	Other [College Vision Statement] <i>College of San Mateo will nurture a campus climate that is inviting and intellectually stimulating to all students and staff (paragraph 5).</i> Other [College Diversity Statement] <i>...we believe we must foster a learning and working environment that encourages multiple</i>	Other [College Values Statement] <i>[W]e believe in supporting open, dynamic and collaborative decision making processes with appropriate representation (value 2).</i>

	(recommendation 4.5c).	activities to meet the needs of its personnel (accreditation standard III.A.5.a).	perspectives and the free exchange of ideas in an unbiased and nonprejudicial way (paragraph 1).		
Objective #1: Assess institutional-level professional development needs in accordance with the College's Educational Master Plan and evaluate the comprehensiveness of professional development program opportunities for faculty, staff, and administrators.					
Action Steps		Resources Estimated (Human, Fiscal, and Capital)	Outcomes/Deliverables	Proposed Leads	Timeline
3.1.1 Request information from AS, CSEA, Management Council, Technology Committee, DIAG, and the District to compile and assess professional development opportunities for staff, faculty, and administration (including pedagogical strategies, technology, and effective communication). 3.1.2 Assess professional development needs across the campus based on inquiry. 3.1.3 Identify professional development recommendations in College's EMP. 3.1.4 Analyze and summarize findings. 3.1.5 Recommend, if necessary, professional and staff development opportunities, based on findings.			<ul style="list-style-type: none"> Assessment of current Professional Development Programs and Staff Development opportunities. Recommendations for areas needing Professional and Staff Development. 	HRC; PRIE	Spring 2011
Objective #2: Enhance the coordination of professional development activities for faculty and staff in relationship to institutional priorities.					
Action Steps		Resources Estimated (Human, Fiscal, and Capital)	Outcomes/Deliverables	Proposed Leads	Timeline
3.2.1 Propose that a college-wide professional development and staff development coordinator be selected to plan and organize professional development activities (including flex) for all college personnel.		<ul style="list-style-type: none"> 3 FLCs reassigned time per semester for professional development and staff development coordinator (ongoing Fund 1). 	<ul style="list-style-type: none"> Professional Development Coordinator. Institutional professional development grant proposals will focus requests on institutional priorities. 	HRC; VPI/VPSS; Committee Chairs of Professional Development, Trustees' Fund, and President's	2010-2011

<p>3.2.2 Focus institutional professional development grant opportunities (Short-term and Long-term Professional Development, Trustees' Fund for Program Improvement, President's Innovation Fund) to institutional priorities (as guidelines for each grant allow).</p>			<p><i>Innovation Fund</i></p>	
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