RIVERSIDE COMMUNITY COLLEGE DISTRICT

OFFICE OF HUMAN RESOURCES
AND
EMPLOYEE RELATIONS

# Strategic Plan

FY 2019-2024

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# HUMAN RESOURCES & EMPLOYEE RELATIONS

## WELCOME!

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## Message from the Vice Chancellor, Human Resources and Employee Relations

Terri L. Hampton, D.P.A.

Greetings and welcome to the Office of Human Resources and Employee Relations (HRER). It is my pleasure and honor to invite you to review this strategic plan as it is a roadmap which clearly delineates our purpose.

It is the responsibility of the Office of Human Resources and Employee Relations (HRER) to attract, recruit and retain highly qualified employees who reflect the diverse society in which our students will work and live. In order to accomplish that objective in a way that aligns with the mission of the District, HRER will need to evolve. It must become more flexible, agile, effective and accountable in order to provide the range of services our students deserve. This Strategic Plan begins the process of that transformation.

The transformational change that must occur focuses on four specific and measurable goals with the intent of aligning what we do with the District's organizational mission. So, over the next five years, HRER will spend focused attention on

1. Recruiting and selecting the most highly qualified candidates;
2. Ensuring those highly qualified employees are retained;
3. Providing professional development and personal growth opportunities to our highly qualified faculty and staff; and,
4. Ensuring employees are prepared for advancement opportunities through the implementation of a succession plan.

A fundamental tenet of the District is equity. Within HRER, equity is woven throughout all that we do. Thus, within the four aforementioned goals, equity in outcomes, whether in recruitment and selection, employee retention efforts, professional development and/or succession planning, the objective is to ensure the playing field is level so that outcomes are equitable for all involved.

The HRER Strategic Plan sets the direction for the Department to address the trends and challenges the District, specifically our stakeholder-Colleges, are encountering now and in the years to come. The HRER Strategic Plan also provides general information about the services provided by the department within the organization. Each of the division sections includes: 1) Purpose, 2) Goals, 3) Services, 4) Accomplishments, 5) Priorities, and 6) Performance Measures.

The HRER Strategic Plan is intended for a variety of audiences, including Human Resources employees, District employees, departments, elected officials, and members of the public. The plan can be used as follows:

- Human Resources & Employee Relations Employees may use the HRER Strategic Plan as the work plan for implementing the Department's goals and priorities.

- Faculty, staff and students may use the HRER Strategic Plan to obtain information about the services the Office of HRER provides for them (e.g., benefits, training and development opportunities, recruitment activities).

- Administrators may review the services HRER provides for the Colleges to understand service commitments and expand partnerships (e.g., organizational development, customized training).

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- The Board of Trustees may use the HRER Strategic Plan to view priorities, ensuring alignment with the District's Strategic Plan.

- Members of the Public may use this document to obtain information about the services the HRER Department offers its employees and their families as well as the services available to potential candidates.

To achieve the transformation described in this plan, HRER cannot operate in a vacuum, rather we will collaborate with internal and external stakeholders and partners to identify, develop, and integrate tools and systems that meet business needs. HRER will also work to improve internal cooperation to ensure consistent implementation of policies and procedures, improve training and development, enhance operating systems, and build an effective and efficient HR function. This philosophy of collaboration will transcend all four of the goals included in this Plan and will serve as a basic operating principal for the Office of Human Resources and Employee Relations.

The Office of Human Resources and Employee Relations is committed to establishing a flexible human capital program that will support and sustain the variety of personnel types needed throughout the District, by providing governance, and ensuring compliance and accountability. This HR Strategic Plan begins the transformation process that will enable the District to remain competitive in a human capital environment that is rapidly evolving. The plan will align HR activities within the overall District mission, make the human resource function more responsive to the needs of all stakeholders, and address the development needs of the District's employees, thereby creating a mutually supportive and well-functioning work environment.

This strategic plan is ambitious and far reaching, and cannot be achieved without a workforce that is healthy, motivated, accountable and effective, in that it will demand the department transform itself, both technologically and culturally. Furthermore, it will require a collective commitment to excellence and a steadfast determination that is unwavering. It will not be simple, yet I am confident that we will be able to achieve the objectives set out in this document, as the effort to ensure student learning and success is dependent upon it.

Respectfully submitted,

Terri L. Hampton, D.P.A.
Vice Chancellor, Human Resources & Employee Relations

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## Riverside Community College District Mission, Vision and Value Statements

Mission: The mission of the Riverside Community College District is to serve and enrich our diverse communities by providing a comprehensive program of educational opportunities that promote access, success, and equity. We are unequivocally committed to impacting social and economic mobility for our students and our communities.

Moreno Valley College, Norco College and Riverside City College offer certificates, degrees and transfer education to prepare students for furthering their educational and career pathways. District Services provides leadership, advocacy, and support to the colleges.

Vision: Riverside Community College District will transform lives through education to positively impact out local and global community.

Values:

**Foster Inclusiveness** – We embrace diversity in all its forms and strive to create a supportive climate for our communities and workforce that is fair and equitable.
**Passion for Excellence** – We believe in achieving an excellent academic and work environment; we uphold high standards in teaching, learning, and services.
**Leading through Innovation** – We respond to the changing needs of our communities in a global environment through continuous improvement and creative solutions.
**Dedicated to Collegiality** – We respect the unique views of each individual and encourage civility, discussion of ideas, and collaboration.
**Committed to Stewardship** – We uphold the responsibility for public trust of our mission and resources through honesty, integrity, and transparency.
**Embracing Our Heritage** – We appreciate the rich tradition of education, innovation, and service to our communities and are committed to building on the foundations of the past.

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## Human Resources and Employee Relations Mission, Vision and Value Statements

### Mission

The mission of Human Resources and Employee Relation is to serve Riverside Community College District's students, applicants, employees, and communities by recruiting, developing, supporting and retaining a qualified and diverse work force which then enable the building of a professional, fair, and inclusive educational environment.

### Values

The Riverside Community College District's Human Resources and Employee Relations staff members value and model:

- Integrity – Incorporate high ethical standards in our operations and assure all of an objective and legally compliant process.
- Confidentiality – Respect and value the information we receive and do not disclose information without appropriate authority or professional obligation.
- Equitable Outcomes through Diversity and Inclusion – Promote equity and inclusiveness and strive to create an employee workforce reflective of the communities we serve.
- Accountability – Act responsibly and apply the knowledge, skills, and experience needed in the performance of diversity and human resources services.
- Empowerment – Encourage and equip our workforce with skills that develop confidence in their own capabilities.
- Teamwork/Collaboration – Coordinated effort, on the part of the group, to set goals and reach good, sustainable results.
- Safe and Accommodating Work Environment – Fair and responsive attention to concerns and complaints.

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## Human Resources and Employee Relations Strategic Themes and Goals

Over the next five-year period, HRER will focus all its resources and energy on the four strategic goals identified below.

| Human Resources & Employee Relations Strategic Goals for 2019 - 2024 | |
|---|---|
| **1.** | Recruit and select a diverse workforce that is highly qualified. |
| **2.** | Retain a diverse workforce that is highly qualified. |
| **3.** | Provide professional growth and personal development opportunities for a diverse workforce. |
| **4.** | Develop a workforce succession plan that enables the District to remain situated to fill key positions well into the future and in advance of the departure of key personnel. |

HRER provides services to stakeholders in four specific areas: Employee Benefits, HR Services, Employee and Labor Relations and Compliance. Within those four service areas, highly specialized assistance is provided to stakeholders. As the reader progresses through the following pages, purpose, goals, services, accomplishments, priorities and performance measures are identified.

After an explanation of what we do, what we will do and how it will be measured, an explanation of the plan to specifically address the District's needs in the areas of recruitment and selection, professional development and succession planning will follow.

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# EMPLOYEE BENEFITS DIVISION

## Purpose

The Employee Benefits Division administers the District's comprehensive benefits and work life programs, provides benefits education and problem resolution to employees, retirees and family members, so as to attract and retain employees, optimize health and productivity, and promote a healthy and supportive work environment.

## Goals

We accomplish our mission by focusing on the following goals:

1. Develop programs and services to best meet beneficiaries' and the organization's needs while providing quality customer service.
2. Develop strategies to ensure beneficiaries are "educated consumers."
3. Administer benefits in compliance with regulations.
4. Offer wellness and work-life programs, services and activities that improve employee health and well-being and promote a healthy work environment.
5. Ensure efficient and effective operations which enable consumers to have access to information and available benefits when needed.

## Services

We provide the following services to our customers:

Medical Insurance ◆ Dental Insurance ◆ Vision Insurance ◆ Life Insurance ◆ Short-Term Disability ◆ COBRA ◆ Deferred Compensation ◆ Flexible Spending Accounts ◆ Employee Assistance Program ◆ Voluntary Time-Off Program ◆ Catastrophic Leave Program ◆ Retiree Health Benefits ◆ Wellness & Work-Life Programs ◆ Health Savings Accounts

## Accomplishments (2015-2018)

- Successfully facilitated the RFP process to secure a vendor for the Employee Assistance Program (EAP). The contract with REACH was effective 7/1/18 and will run through the end of the 2022 academic year.
- Successfully facilitated the RFP process to secure the services of an insurance broker. Keenan was the unanimous choice from all stakeholder groups.
- Conducted open enrollment for full time employees as well as conducted a special open enrollment for part-time faculty in early 2018
- Created and filled a .475 FTE Benefits Clerk position. The position was increased to 1.0 FTE, effective 7/1/2017

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- Implemented the HSA debit card for employee use
- Successfully reviewed the Self-Funded PPO plan document via a task force made up of a cross section of all stakeholder groups

## Priorities

| DEPARTMENT GOALS | PRIORITIES |
|---|---|
| **1,2** | Facilitate the day-to-day processing of benefit programs, including enrollment for new employees and changes for existing employees. |
| **1,2** | Communicate timely and accurate information regarding benefit, wellness, and work-life programs/information to the Board of Trustees, Administrators, Faculty, and Staff via regular updates to the District website, Benefits page and e-Newsletters. |
| **1,2** | Ensure compliance with applicable government regulations, laws, District MOUs, Resolutions, and established policies. |
| **1,2** | Expand the use of technology and maximize vendor resources to provide timely consumer benefit education to new hires and existing consumers, in person and online. |
| **1,2** | Promote Open Enrollment and Benefit options through an annual Benefits Fair and other marketing efforts during the Open Enrollment period. |
| **1,2** | Ensure timely and accurate financial accounting and claims processing for benefit programs, employees and retirees and ensure compliance so that stakeholders have their available benefits. |
| **1,2,3** | Leverage technology and vendor / community partnerships for expanded work-life and wellness trainings, programs and activities, in response to requests from within the District. |
| **1,2,3,4** | Conduct an annual Needs Assessment/Customer Survey to ensure the Benefits Division is providing the desired services as well as quality customer service. |
| **1,2,3** | Revise and/or update the District's Catastrophic leave policy and procedure |

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PERFORMANCE MEASURES

The successful attainment of the aforementioned goals and objectives will be assessed using the following measures:

| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---|---|---|---|---|
| ***WORKLOAD*** | | | | |
| *Number of participants in New Employee Orientation* | | | | |
| *Number of covered lives under the District's medical plans* | | | | |
| *Number of participants in sponsored Wellness programs and activities* | | | | |
| ***QUALITY/EFFICIENCY*** | | | | |
| *Percent of customer survey respondents rating overall satisfaction with services as good or better (data development)*<br>*-Active Employees*<br>*-Retirees*<br>*-Wellness/Work-life* | | | | |
| *Cost per participant (data development)* | | | | |
| ***OUTCOME*** | | | | |
| *Percent of customer survey respondents reporting increased health, knowledge, increased skills, competency and/or intended health behavior change as a result of participating in a sponsored wellness training* | | | | |
| *Percent of eligible employees accessing additional benefits and/or wellness rewards (data development)* | | | | |

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# HUMAN RESOURCES SERVICES DIVISION

## Purpose

The Human Resources Services Division provides innovative responsive, fair and consistent recruitment, selection, classification, and compensation services to the Colleges, employees and job applicants so as to ensure that the District employs and retains a highly qualified and diverse workforce that delivers essential services to our students.

## Goals

We accomplish our mission by focusing on the following goals:

1. Actively recruit and refer qualified and diverse candidates for employment, and identify, promote, and encourage career paths that cross job series and department lines.
2. Establish collaborative partnerships with each of the colleges in order to plan, anticipate, and respond to changes and priorities in classification, compensation, recruitment and selection, including staffing trends and succession planning efforts.
3. Measure and monitor process completion and quality of services to ensure efficient and responsive delivery of services.
4. Ensure classification specifications accurately reflect the needed qualifications, knowledge, skills, and abilities required for successful job performance.
5. Expand technological capabilities that streamline selection and test administration procedures.
6. Promote the District as an employer of choice.

## Services

We provide the following services to our customers:

Recruitment ◆ Applicant Guidance and Feedback ◆ Advertising District Employment ◆ Staffing Analyses ◆ Classification Studies ◆ Organizational Structure Reviews ◆ Classification Specification Maintenance ◆ Salary Surveys ◆ Training

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## Accomplishments (2015-2018)

- Conducted several executive-level recruitments (including RCCD Chancellor, President – Norco College, President – Moreno Valley College, President – Riverside City College and Vice Chancellor of Educational Services)
- Implemented Calendy software in order to enable interview candidates the flexibility to schedule interviews directly through an online program
- Successfully recruited and filled several vacant positions within the Office of Human Resources & Employee Relations (Administrative Assistant I, Benefits Clerk, two HR Generalists, HR Liaison, HR Principal Analyst, Director of HR and a District Compliance Officer)
- Engaged HR staff in multiple team building activities (Colors personality training, Emotional Intelligence training, Painting as a Team to create camaraderie and working at a local food bank)
- Provided professional development opportunities for HR staff (FMLA, Title IX, job analysis, etc.)
- Reorganized the work of the HR Generalists in order to ensure more efficient and effective service to stakeholders

| DEPARTMENT GOALS | PRIORITIES |
|---|---|
| **1,2,3,4** | Complete required salary study for classified represented and confidentially designated employees through Koff & Associates |
| **1,2,3,4** | Complete the salary study of academic and classified administrators |
| **1,2,3,4** | Leverage social media and technology to increase the visibility of District employment opportunities |
| **1,2,3,4** | Establish criteria to measure time to hire and cost to hire in order to measure and monitor the efficient and effective delivery of services |
| **1,2,3,4** | Continue to implement new recruitment strategies and process improvements to the recruitment of a diverse workforce while increasing efficiency, maximizing new technology and exploring industry best practices |
| **1,2,4** | Work with the colleges to create effective staffing plans that assist in the attainment of organizational goals and objectives |
| **2,3,4** | Update hiring policies and procedures and develop/memorialize internal operating procedures |
| **1,2,3,4** | Conduct an annual Needs Assessment/Customer Survey to ensure the Human Resources Services Division is providing the desired services as well as quality customer service. |
| **1,2,3,4** | Create professional capacity amongst HR staff so as to ensure they have all the tools needed to perform duties in a way that is both efficient and effective |

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## PERFORMANCE MEASURES

The successful attainment of the aforementioned goals and objectives will be assessed using the following measures:

| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---|---|---|---|---|
| ***WORKLOAD*** | | | | |
| *Number of applicants* | | | | |
| *Number of recruitments* | | | | |
| *Number of hires* | | | | |
| *Number of modifications to job descriptions* | | | | |
| ***QUALITY/EFFICIENCY*** | | | | |
| *Percent of customer survey respondents rating overall satisfaction with services as good or better* | | | | |
| *-Recruitment Services* | | | | |
| *-Classification and Compensation Services* | | | | |
| *Time-to-fill vacancies* | | | | |
| *-Internal* | | | | |
| *-External* | | | | |
| *Percent of employees leaving District employment* | | | | |
| *-Retirement* | | | | |
| *-Within one year of employment* | | | | |
| *-Within five years of employment* | | | | |
| *-Other* | | | | |
| *Turnover ratio* | | | | |
| ***OUTCOME*** | | | | |
| *Percent of clients satisfied with new hires after six months* | | | | |
| *Percent of positions filled with internal candidates* | | | | |
| *-Management* | | | | |
| *-Non-management* | | | | |

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# EMPLOYEE AND LABOR RELATIONS DIVISION

## Purpose

In order to promote a high quality workforce and collaborative relationships between employees, management and employee organizations, the Employee and Labor Relations Division provides guidance, training and recommendations on managing performance and conduct issues, provides contract interpretations, resolves complaints at the lowest level, and negotiates timely and fiscally responsible collective bargaining agreements.

## Goals

We accomplish our mission by focusing on the following goals:

1. Foster a work environment which values cooperation and collaboration where issues are resolved at the lowest possible level.
2. Ensure that all employees are treated equitably and consistently.
3. Strengthen partnerships with through training, communication, information and support on Employee Relations issues allowing for prevention, early discovery and/or prompt resolution.
4. Ensure that all negotiated agreements are followed.
5. Maximize the use of technology to streamline operations and information.
6. Anticipate and meet the changing needs of the workforce.

## Services

We provide the following services to our customers:

Employee Relations Consultation and Resolution ◆Labor Negotiations ◆Ongoing Training in a Variety of Employee and Labor Relations Topics for Managers and Supervisors ◆Employee Relations Handbook and Other Resources ◆Fingerprinting/Background Checks ◆Labor/Management Committee Participation ◆Labor Contracts Administration ◆Grievances and Other Issues ◆

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## Accomplishments (2015-2018)

- Partnered with CTA and CSEA to reach agreement on the decision to roll over the collective bargaining agreements for an additional three years, thereby eliminating the need to conduct negotiations on successor agreements
- Partnered with the Management Leadership Association (MLA) to present training to managers on a variety of topics (Appropriate use of Short-Terms and Substitute Employees, The Probationary Test Period, Performance Management)
- Vice Chancellor met on a monthly basis with each College President
- Vice Chancellor met with presidents of CSEA and CTA on a monthly basis
- Crafted a comprehensive HR Strategic Plan
- Conducted monthly Labor-Management Meetings with CSEA

## Priorities

Over the course of the next five years, the follow priorities will take center stage:

| DEPARTMENT GOALS | PRIORITIES |
|---|---|
| **1,2,3,4** | Create the Training and Professional Development Program for the District. This would include at least one administrator, one administrative assistant and a journey-level training analyst. In addition, there will be a need to create space, equipment and furniture for a full service training program. |
| **3,4,** | Design and deliver training on a variety of specific professional development areas, such as reasonable accommodation |
| **2,3,4** | Leverage social media and technology to increase efficiency and effectiveness |
| **2,3,4** | Plan, schedule and conduct contract negotiations (2022) with both CTA and CSEA |
| **1,2,3,4** | Complete creation of the *Supervisor's Handbook* and update the Classified and Administrator Handbooks |
| **1,2,3,4** | Create a Succession Plan for the District, to include HR |
| **1,2,3,4** | Update relevant policies and procedures |
| **2,3,4** | Conduct an annual Needs Assessment/Customer Survey to ensure the Employee and Labor Relations Division is providing the desired services as well as quality customer service. |
| **3,4** | Create professional capacity amongst HR staff so as to ensure they have all the tools needed to perform duties in a way that is both efficient and effective |

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## PERFORMANCE MEASURES

The successful attainment of the aforementioned goals and objectives will be assessed using the following measures:

| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---|---|---|---|---|
| ***WORKLOAD*** | | | | |
| *Number of corrective/disciplinary action cases* | | | | |
| *Number of employment complaints* | | | | |
| *Number of employees trained* | | | | |
| *Number of probationary releases* | | | | |
| ***QUALITY/EFFICIENCY*** | | | | |
| *Number of formal grievances* | | | | |
| *Percent of employees rating training as good or excellent* | | | | |
| *Percent of customer survey respondents rating overall satisfaction with services as good or better* | | | | |
| ***OUTCOME*** | | | | |
| *Percent of grievances proceeding to arbitration* | | | | |
| *Percent of disciplinary actions proceeding to appeal* | | | | |

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# EQUAL EMPLOYMENT OPPORTUNITY AND COMPLIANCE SERVICES

## Purpose

The Equal Employment Opportunity & Compliance Services Division promotes equal employment opportunity for all employees and applicants for employment in order to achieve a diverse, inclusive workplace, foster a productive work environment free of unlawful discrimination and harassment and to provide guidance and training to departments and employees on EEO compliance, and investigates EEO compliance. This division is also responsible for ensuring non-discrimination and harassment compliance with Title IX guidelines.

## Goals

We accomplish our mission by focusing on the following goals:

1. Promote a workforce that reflects the diversity of the District's labor force throughout all job categories and job levels
2. Foster awareness and understanding of the District's commitment to equal employment opportunity and the prevention of harassment and discrimination in the workplace
3. Create an inclusive work environment that embraces and values diversity and inclusion
4. Encourage understanding and cooperation in the handling, investigating, and resolving of EEO complaints
5. Provide information on EEO and harassment regulations and District policies to maintain compliance
6. Ensure compliance with the requirement of Title IX and other non-discrimination laws

## Services

We provide the following services to our customers:

EEO Policies and Procedures ◆Equal Employment Opportunity Plan ◆Investigate and Adjudicate EEO Complaints ◆Technical Guidance to the Colleges, Students and Employees ◆EEO Training for Managers, Supervisors, and Employees ◆AB 1825 Preventing Harassment Training ◆District Council on Diversity ◆

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## Accomplishments (2015-2018)

- Developed and submitted the District's EEO Plan (2016) to the State Chancellor's Office
- Designed and delivered EEO Selection Committee training in an online format
- Submitted the *EEO Multiple Measures* certification to the State Chancellor's Office for 2016, 2017 and 2018
- District Diversity Council began conducting quarterly meetings in 2018
- Presented updated employee and applicant demographic information to the Board in October 2018

## Priorities

In the coming year, the following items will be the priority:

| DEPARTMENT GOALS | PRIORITIES |
|---|---|
| **1,2,3,4** | Facilitate the conduct of fair, sound and timely investigations of EEO complaints |
| **1,2,3,4** | Continue to facilitate the District's Advisory Council on Diversity and Inclusion |
| **1,2,3,4** | Leverage social media and technology to increase efficiency and effectiveness |
| **1,2,3,4** | Design and deliver training programs on EEO compliance and preventing harassment and discrimination |
| **1,2,3,4** | Provide mandatory training to managers and supervisors on sexual harassment, non-discrimination and anti-bullying |
| **1,2,3,4** | Conduct longitudinal analysis of the District's workforce population and applicant pools |
| **1,2,3,4** | Update relevant policies and procedures |
| **1,2,3,4** | Update the District EEO Plan and submit the revised document to the State Chancellor's Office |
| **1,2,3,4** | Provide annual EEO Notice of Non-discrimination to faculty, staff, students and the community |
| **1,2,3,4** | Conduct an annual Needs Assessment/Customer Survey to ensure the Employee and Labor Relations Division is providing the desired services as well as quality customer service. |

## PERFORMANCE MEASURES

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The successful attainment of the aforementioned goals and objectives will be assessed using the following measures:

| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---|---|---|---|---|
| ***WORKLOAD*** | | | | |
| *Number of EEO cases handled* | | | | |
| *Number of employees trained* | | | | |
| ***QUALITY/EFFICIENCY*** | | | | |
| *Percent of EEO complaints resolved at an information level* | | | | |
| *Percent of customer survey respondents rating overall satisfaction with services as good or better* | | | | |
| ***OUTCOME*** | | | | |
| *Percent of instructor-led training participants rating training as good or better* | | | | |
| *Percent of EEO complaints proceeding to appeal* | | | | |

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# INTRODUCTION

Riverside Community College District is a student-centered institution which recognizes that successful attainment of its mission requires the effective and efficient recruitment, selection, retention, and professional development of faculty, staff and administrators; as it is only by ensuring students can learn in an environment that reflects the globally diverse society in which they will work and live, that the District can successfully attain its mission.

To create the type of environment most conducive for our students, HRER will focus all resources on the following four strategic objectives:

## 1. Recruit and Select Diverse and Highly-Qualified Employees

To ensure the District can achieve its mission, it will be necessary for HRER to make transformational change in how it moves through the recruitment and selection process. To that end, the following programs will be implemented over the course of the next five-year planning cycle.

| HRER RECUIRTMENT AND SELECTION ACTIVITIES 7/1/18-6/30/2023 |
|---|
| **Streamline and revise organizational structure within HRER:**<br>• Add nine (9) full-time positions<br>➢ One (1) HR Generalist*<br>➢ Three (3) Recruiters (one at each of the colleges)<br>➢ One (1) Director of Professional Development<br>➢ One (1) Training Analyst<br>➢ Two (2) Administrative Assistant I (Compliance and PD)<br>➢ One (1) Title IX Deputy Coordinator<br><br>• Revise duties of HR Liaisons to exclude recruitment<br>• Revise Functional Map* |
| **Update applicant tracking system so that it is responsive to the needs of the District** |
| **Review and revise AP 7121*** |
| **Create internal operating procedures in which all HRER processes are documented** |
| **Use best HR Practices to attract, select and retain diverse and highly qualified employees:**<br>➢ Feeder Programs in association with HBCUs, HSIs and Native Americans<br>➢ Provide Incentives for hard-to-fill positions<br>➢ Provide reimbursement to first-level interviews<br>➢ Use web-based technology to conduct first-level interviews<br>➢ Create employee referral programs |

*This has already occurred.

Recruitment and Selection

Education Code section 87100 and title 5 require the community colleges to have a richly diverse workforce that addresses the needs of the diverse student population. Attaining a diverse workforce requires focusing on equal employment opportunities to eliminate barriers in employment, such as lack of focused outreach, a non-welcoming culture, and implicit and explicit bias. Eliminating these barriers requires a proactive, intentional effort by colleges. It also requires various institutional disciplines, such as review of job descriptions to avoid exclusionary effect, analysis of significant under representation and adverse impact to ensure recruitment efforts and hiring processes are not unintentionally discriminatory, and effective training of committee members to self-regulate unconscious bias.

## History and Legal Authority for EEO

### Legal Authority

Statutory authority for Equal Employment Opportunity can be found in California Code sections 87100-87108. The intent of the legislature is to diversify our community college faculty to better represent and assist students.

Education Code

87100: Legislative findings and declarations

(a)(3) A. Work force that is continually responsive to the needs of diverse student population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.

(b) It is the intent of the Legislature to establish and maintain within the California Community College districts a policy of equal opportunity in employment for all persons, and to prohibit discrimination or preferential treatment.

87101: Purposes

(a) "Equal employment opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and fully enjoy the benefits of employment by a community college district. Ensuring equal employment opportunity is advanced in an inclusive environment that fosters cooperation, acceptance, democracy, and the free expression of ideas. An inclusive environment is welcoming to men and women, persons with disabilities, individuals from all ethnic groups, and individuals from all other groups protected from discrimination by this article.

66010.2: Goals

(b) Educational equity not only through a diverse and representative student body and faculty but also through educational environments in which each person, regardless of race, gender, gender identity, gender expression, sexual orientation, age, disability, or economic circumstances, has a reasonable chance to fully develop his or her potential.

EEO Regulations

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The legal parameters and standards of EEO are established in the following sections of California Code of Regulations, which implements and should be read in conjunction with Government Code sections 11135-11139.5:

| | |
|---|---|
| ***53000*** | **Scope and Intent** |
| *53001* | Definitions |
| *53002* | Policy Statement |
| *53004* | District Plan |
| *53005* | District Evaluation and Report to Chancellor |
| *53006* | Advisory Committee |
| *53020* | Additional Measures to Support Diversity and Ensure Equal Employment Opportunity |
| *53021* | Responsibility, Delegation of Authority, Complaints |
| *53022* | Job Announcements and Qualifications |
| *53023* | Applicant Pool Review |
| *53024* | Screening and Selection Procedures |
| *53024.1* | Developing and Maintaining Institutional Commitment to Diversity |
| *53024.2* | Accountability and Corrective Action |
| *53025* | Persons with Disabilities |
| *53026* | Complaints |
| *53027* | Applicability to Districts Operating on the Merit System |
| *53030* | Equal Employment Opportunity Fund Allocation |
| *53033* | Failure to Report |
| *53034* | Failure to Report |

As set forth above, all recruitment and selection work is driven by requirements of our statutory authority.

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## 2. Retain Diverse and Highly-Qualified Employees

| HRER RETENTION ACTIVITIES 7/1/19-6/30/2024 |
|---|
| **Design/refine and deliver opportunities for work-life balance**<br>➢ Year-round alternative workweek scheduling<br>➢ Create an exemplary service award program at CAADO (i.e., Employee of the Month)<br>➢ Introduce wellness programs (i.e., Weight Watchers at Work, exercise incentives, etc.)<br>➢ Telecommuting program<br>➢ Create a compensation philosophy that is responsive to the needs of the organization<br>a. Pay at or above minimum<br>b. Develop additional compensation mechanisms such as:<br>i. Special Step Increase<br>ii. Advanced initial salary placement<br>iii. Financial acknowledgement for superior service |
| **Complete management salary survey and implement recommendations** |
| **Review and propose edits to AP 7121 Hiring*** |
| **Complete Koff & Associates salary and compensation analysis and negotiate/implement findings with CSEA** |
| **Create and implement an annual customer satisfaction survey** |

By implementing the above initiatives, the District is able to address employee concerns related to workplace flexibility and concerns about fair compensation for the work that is performed.

*This has already been completed.

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## 3. Create Professional Development and Personal Growth Program

| HRER PROFESSIONAL DEVELOPMENT ACTIVITIES 7/1/18-6/30/2023 |
|---|
| **Create Professional Development program to ensure faculty, staff and administrators are developed:**<br>➢ **Staffing**<br>➢ **Professional Development Director**<br>➢ **Training Analyst**<br>➢ **Administrative Assistant I**<br>➢ **Physical location and necessary resources (equipment, furniture, etc.)** |
| **Create policy and procedures for professional development program, working with stakeholders** |
| **Assess employee needs through appropriate survey processes** |
| **Create training and development opportunities**<br>➢ **Develop process for internal applicants to participate more effectively in promotional opportunities**<br>➢ **Negotiate AB 1808 Classified Employee Professional Development Block Grant with CSEA** |
| **Create and implement an annual customer satisfaction survey** |

The remainder of this section sets forth the plan for creation of a professional development program within the District that is available and accessible to all categories of employees.

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## INTRODUCTION

Riverside Community College District is a student-centered institution that recognizes its faculty, staff and administrators as our most valuable resource. The District's mission could not be carried out without the knowledge, skills and abilities of its talented workforce. To succeed and thrive in their roles, all employees require a work environment that both permits and encourages professional and personal enrichment. To facilitate inclusive excellence in instruction, as well as student access and success, the District is committed to providing professional and personal enrichment opportunities to our faculty, staff and administrators. A skilled and knowledgeable workforce positively impacts organizational health and performance. Moreover, an organization's investment in the development of its workforce results in increased morale, motivation, productivity and job satisfaction. Providing meaningful professional and personal enrichment opportunities for the District's workforce is a strategic investment in our current and future success.

Nationally, community colleges are charged with responding to ever-increasing demands to improve student access, close the achievement gap, increase student completion rates, implement evidence-based practices inside and outside of the classroom, provide social and emotional supports for students and remain aware and responsive to cultural shifts in communities and the larger society. Research demonstrates that professional development can aid community colleges to meet these demands (Brown & Martin, 2017; Elliot & Oliver, 2016; Kamel, 2016). The purpose of the Riverside Community College District Professional Development Plan is to outline the creation of a comprehensive, District-wide professional development plan for the next two years. The plan aligns with the District's strategic plan to build capacity for exceptional instruction, support and leadership which serve as the foundation for student success and achievement.

## ABOUT THE DISTRICT

Riverside Community College District (RCCD) is a comprehensive regional education asset comprised of three local Colleges (Moreno Valley College, Norco College, and Riverside City College), a District Office providing key support and advocacy leadership, and a broad array of area-wide services that include community education, customized training, on-line education, economic development initiatives, and many other enriching programs.

The District's service area is over 440 square miles and is home to over one million residents and counting. The combined population of Riverside and Moreno Valley exceeds 500,000 people. In a typical fall term, the District's three Colleges enroll 34,000+ students. Just our fall term enrollment alone is larger than the combined annual enrollments of all public and private universities in our service area.

RCCD is the seventh oldest and fifth largest community college district in California. Our service area is home to the three largest school districts in Riverside County – Corona-Norco Unified, Moreno Valley Unified, and Riverside Unified. The majority of public college-bound high school graduates from these districts attend one of the three District Colleges.

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The excellence of our academic programs is nationally recognized, and the District has been awarded the distinction of being one of the top 25 community college districts in the country. And, our career and technical education programs have been heralded as preparing some of the region's finest nurses, dental and medical assistants, EMTs, public safety professionals, chefs and hospitality personnel, green technology and building industry technicians, and workforce staff, managers, and executives.

Every year, thousands of adults continue their quest for life-long learning by enrolling in any of the hundreds of community education classes offered by the District. Tens of thousands more are patrons of our performing arts and musical productions and sporting events. Annually, hundreds of workers receive customized training helping them stay sharp with the latest industry best practices and their companies stay competitive. With such broad outreach, it is certain that every day you or someone close to you has been positively impacted by the excellent programs, services, trainings, graduates, faculty and staff, or alumni of the Riverside Community College District.

The history of the Riverside Community College District is a legacy of impact that matters, of lives changed for the better, communities enriched, and businesses made stronger. That was the vision in our founding year of 1916, our mission today, and our strategic commitment for tomorrow.

## GUIDING PRINCIPLES

### Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources (A.14)

"The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement."

### Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Technology Resources (C.1)

"Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services."

### Assembly Bill 2558

This bill originated as a result of recommendations from the 2011 California Community Colleges Student Success Initiative Professional Development Committee. It highlights the importance of cross-campus professional learning recognizing that all employees play a role in student success. In addition, it acknowledges the many facets involved in maintaining an environment in which employees can refine and learn new skills and knowledge to help better serve our students. These skills and knowledge include technology, college operations, instruction, innovative practices, and other skills to ensure students' needs

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and goals are met. The bill was passed on September 19, 2014 and includes the following Sections of the Education Code:

**Section 87150**
There is hereby established the Community College Professional Development Program, to be administered by the board of governors, the purpose of which is to provide state general funds to community colleges for supporting locally developed and implemented faculty and staff development programs.

**Section 87151**
The board of governors shall annually allocate funds, when appropriated for purposes of this article, only to a community college district whose chief executive officer has submitted to the chancellor an affidavit that includes all of the following:
(a) A statement that each campus within the community college district has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs.
(b) A campus human development resources plan has been completed for the current and subsequent fiscal years.
(c) A report of the actual expenditures for faculty and staff development for the preceding year.

**Section 87152**
(a) Any funding appropriated for purposes of this article shall be allocated to the community college districts that provide professional development opportunities to both faculty and staff. Funding shall be disbursed in accordance with rules and regulations adopted by the board of governors.
(b) Community college districts that receive funding pursuant to this section shall include the employee's time used participating in the Community College Professional Development Program in the employee's contractually obligated hours.

**Mission:** The mission of the Riverside Community College District is to serve and enrich our diverse communities by providing a comprehensive program of educational opportunities that promote access, success, and equity. We are unequivocally committed to impacting social and economic mobility for our students and our communities.

Moreno Valley College, Norco College and Riverside City College offer certificates, degrees and transfer education to prepare students for furthering their educational and career pathways. District Services provides leadership, advocacy, and support to the colleges.

**Vision**: Riverside Community College District will transform lives through education to positively impact out local and global community.

**Values:**

**Foster Inclusiveness** – We embrace diversity in all its forms and strive to create a supportive climate for our communities and workforce that is fair and equitable.

**Passion for Excellence** – We believe in achieving an excellent academic and work environment; we uphold high standards in teaching, learning, and services.

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**Leading through Innovation** – We respond to the changing needs of our communities in a global environment through continuous improvement and creative solutions.

**Dedicated to Collegiality** – We respect the unique views of each individual and encourage civility, discussion of ideas, and collaboration.

**Committed to Stewardship** – We uphold the responsibility for public trust of our mission and resources through honesty, integrity, and transparency.

**Embracing Our Heritage** – We appreciate the rich tradition of education, innovation, and service to our communities and are committed to building on the foundations of the past.

## District-Wide Strategic Goals

The District Strategic Plan provides clear direction to the organization allowing each college and unit to develop operational planning in a manner consistent with the District's vision, mission and values. The District's Strategic Plan is comprised of twenty-four goals within six thematic areas.

## Human Resources and Employee Relations Strategic Goals

In support of the strategic plans for the District and individual colleges, Human Resources and Employee Relations focuses its work on creating a positive, diverse and inclusive community that supports the recruitment, engagement, health and well-being of faculty, staff and administrators to facilitate high performance and positive outcomes for the institution. In so doing, four themes permeate the work of HRER:

- Recruitment and Selection
- Employee Retention
- Professional Development
- Workforce & Succession Planning
- Diversity, Equity and Inclusion

## PROFESSIONAL DEVELOPMENT PRINCIPLES

Creating a learning and working environment free from harassment, discrimination and intimidation starts with providing the opportunity to develop the attitudes, skills and awareness that support all members of our community to recognize and value difference. A professional development plan that incorporates inclusive excellence into its fabric helps to create an inclusive culture where all constituents feel appreciated and equitable treatment and outcomes prevail. Additionally, the District's Professional Plan seeks to provide programs and activities that support the priorities established in the District's and each College's Educational and Master Strategic Plans. It is important to note that significant differences exist between performance and professional development goals. Chief among these differences are performance goals focus on results as compared to professional development goals focus on shill or knowledge attainment.

| DIFFERENCE BETWEEN PERFORMANCE AND DEVELOPMENT GOALS | |
|---|---|
| **Performance Goals are:** | **Professional Development Goals are:** |
| • Results-oriented<br>• Job-oriented<br>• Focused on take performance<br>• Related to job duties<br>• Appropriate to the current position<br>• Directly aligned to individual performance goals | • Skill and/or knowledge oriented<br>• Learning-oriented<br>• Focus on knowledge or skill attainment<br>• Directly aligned with strategic goals<br>• Supports current and future position<br>• Provides advancement opportunities |

## CONSTITUENCIES SERVED

The Riverside Community College District Professional Development Plan recognizes the importance of providing access and opportunities for professional and personal enrichment activities for all employee groups in addition to an awareness of the variation in the needs and interests across employee groups. While short-term temporary and student employees contribute

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to the success of the institution, the District's Professional Development Plan focusses on the following employee groups during the initial phase due to limited resources:

**Administrators (Academic and Classified):** Professional development activities focus on supervisory and management skills as well as mastery of leadership competencies.

**Classified Staff (Full-Time and Part-Time):** Professional development activities focus on knowledge and skill improvement, mastery and upgrading.

**Faculty (Full-Time and Part-Time):** Professional development activities focus on improvement and acquisition of emerging instructional techniques, assessment, curriculum development, understanding and responding to the unique needs of the diverse student population.

**Cross Constituencies:** Professional development activities focus on personal and professional wellness, improving emotional intelligence competencies.

## FISCAL RESOURCES

While each college's annual budget provides some basic financial supports for professional development activities, the District's annual budget does not provide support for the centralized coordination of Professional Development activities. Having a centralized professional development office is critical for ensuring consistency across campuses and providing vital support to the campus communities.

Human Resources and Employee Relations conducted an analysis of centralized professional development staff positions at multiple comparator institutions including College of the Canyons, Mt. San Antonio College, Cabrillo College, Los Angeles Community College District and Mt. San Jacinto College. (See Appendix A: Director Professional Development and Coordinator Professional Development Job Descriptions.)

## PHYSICAL RESOURCES

Each college and the District Office has a variety of physical spaces and technology that is utilized for the facilitation of professional development activities.

## PROFESSIONAL DEVELOPMENT STRATEGIES AND PROCESS

It is recommended that the District work collaboratively with existing Professional Development Committees at the colleges to create a District-Wide Professional Development Planning Council and structure the committee as follows:

1. Moreno Valley College Faculty Representative-appointed by Academic Senate
2. Riverside City College Faculty Representative-appointed by Academic Senate
3. Norco College Faculty Representative-Appointed by Academic Senate
4. Moreno Valley College Classified Representative-Appointed by CSEA
5. Riverside City College Classified Representative-Appointed by CSEA

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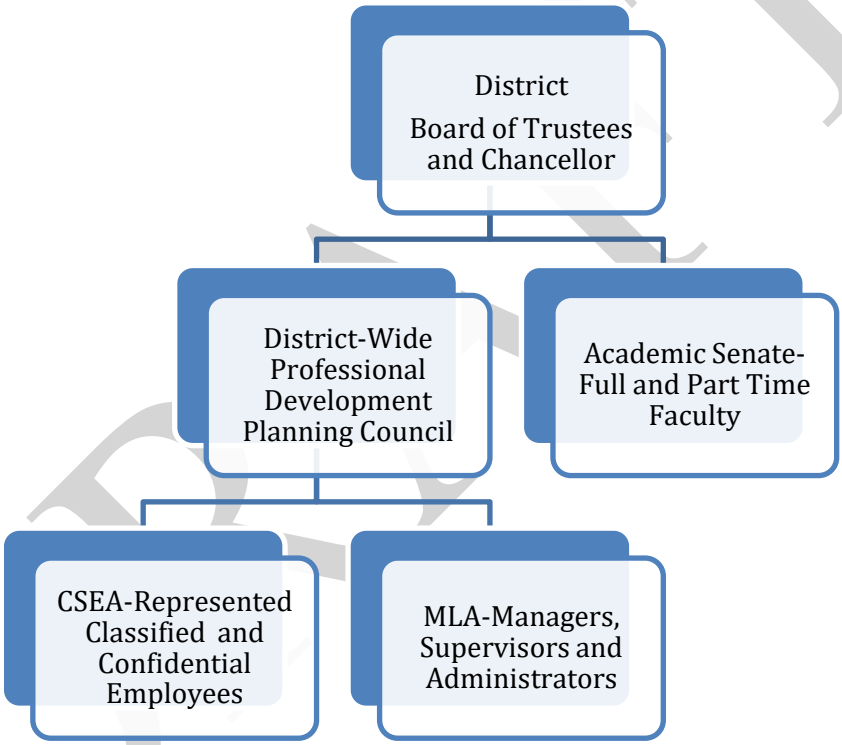
6. Norco College Classified Representative-Appointed by CSEA
7. Moreno Valley College Confidential Representative-appointed by Confidential Employee Group
8. Riverside City College Confidential Representative-appointed by Confidential Employee Group
9. Norco College Confidential Representative-Appointed by Confidential Employee Group
10. Moreno Valley College Administrator Representative-appointed by Management Leadership Association
11. Riverside City College Administrator Representative-appointed by Management Leadership Association
12. Norco College Administrator Representative-appointed by Management Leadership Association




As noted prior, the District-Wide Professional Development Planning Council will work with the various constituent groups to develop programs and activities that support access and opportunities for professional and personal enrichment activities tailored to the unique needs and interests across employee groups. The topics below are for illustrative purposes only and represent focus areas that support the strategic goals of the District as well as the personal and professional development goals of staff and administrators:

## Leadership and Career Advancement

| | |
|---|---|
| • Assessments for Leadership Development<br>• Building and Leading High Performance Teams<br>• Career Planning<br>• Change Management<br>• Collaborative Negotiations<br>• Conflict Management<br>• Critical Thinking Skills<br>• Effective Decision Making Skills<br>• Effective Interviewing Skills | • Emotional and Social Intelligence in the Workplace<br>• Facilitating Effective Meetings<br>• Intersectional Leadership Competencies<br>• Legal and Ethical Issues in the Educational Environment<br>• Mentoring and Co-Mentoring in the Workplace<br>• Performance Appraisals<br>• Strategic Planning<br>• Stress Management<br>• Time Management |

Professional development for faculty fall within the scope of Title 5 section 53200 as an academic and professional matter.

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## REFERENCES

Brown, J., & Martin K. (2017). Instructional quality, student outcomes, and institutional finances. Washington, DC: American Council on Education.

Elliott, R. W., & Oliver, D. E. (2016). Linking faculty development to community college student achievement: A mixed methods approach. *Community college journal of research and practice*, *40*(2), 85-99.

Kamel, A. M. (2016). Role of faculty development programs in improving teaching and learning. *Saudi Journal of Oral Sciences*, *3*(2), 61-68.

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# APPENDIX A

## PROFESSIONAL DEVELOPMENT DIRECTOR AND PROFESSIONAL DEVELOPMENT COORDINATOR JOB DESCRIPTIONS

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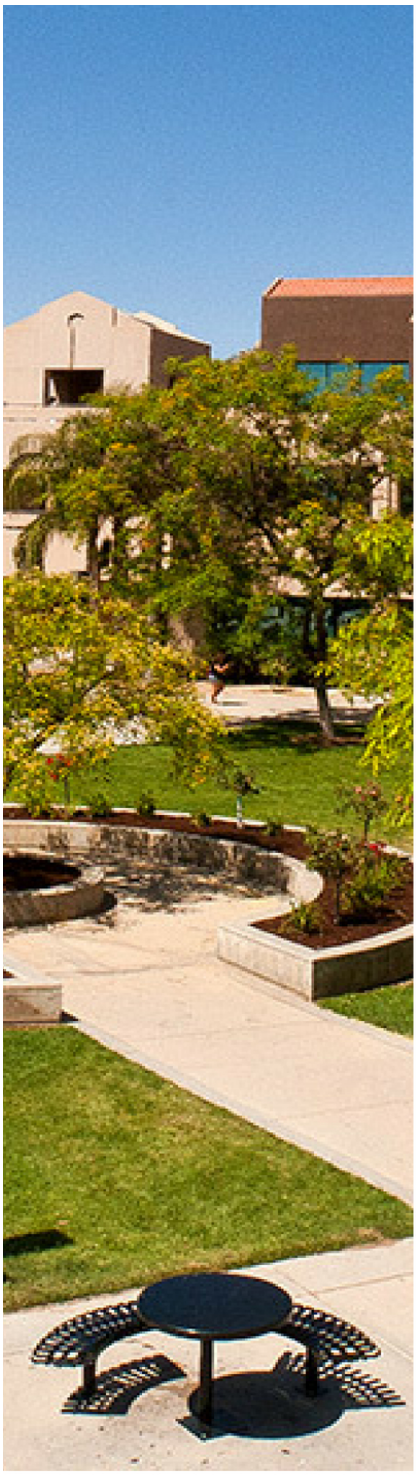

RIVERSIDE COMMUNITY
COLLEGE DISTRICT

# *Workforce Succession Plan*

## 4. Develop succession plan to ensure knowledge, skills and abilities continue to align with the needs of the organization

| HRER SUCCESSION PLANNING ACTIVITIES 7/1/18-6/30/2023 |
|---|
| **Create staffing plan for each of the three colleges and the District office**<br>➢ **Align KSAs of staff with mission and objective e of the organization**<br>➢ **Work with Unions to reach agreement on training and development opportunities** |
| **Create policy and procedures** |
| **Create and implement an annual customer satisfaction survey** |

The next section of this plan provides specific information related to the development and implementation of a succession plan.

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# INTRODUCTION

## Purpose

The Riverside Community College District (RCCD) Workforce Succession Plan was developed to ensure the organization's business and service needs are consistently met by professionally developing employees to fill key, critical roles. This plan will present a viable solution for RCCD to maintain effective levels of service during inevitable times of transition.
In collaboration with applicable constituency groups, succession planning will focus on recruiting, retaining, and developing staff to fill critical positions within the organization. Further, the plan is set forth to bring overall positive results to the organization in terms of allocating resources for staff development, improving current staff competencies, and attracting a high caliber of new applicants. The plan is devised to address current challenges faced when a vacancy occurs, such as the retention of institutional knowledge.

An effective workforce succession plan shall allow an organization to utilize employees more efficiently and effectively, will assist in ensuring replacements are available to fill critical roles, will provide realistic staffing projections for budgeting purposes, and will prepare RCCD for restructuring or expanding its workforce (DOPLR Workforce Planning Publications Editor, 2008).

This document serves as a guide for staff and managers to navigate through implementing an effective workforce succession plan. It will provide guidance on how to breakdown organizational silos, address weaknesses in performance management, and diminish the systematic notion of lack of inclusion.

This initiative will continue to evolve and grow to meet the needs across the organization.

## Strategic Alignment

The workforce succession plan will be implemented in conjunction with RCCD's Strategic Plan. The plan shall remain fluid to incorporate any changes in direction of the Strategic Plan and should be considered as a sub-plan of RCCD's Strategic Plan. The plan will also work in alignment with the District's comprehensive professional development plan. As part of the overall structure, a success analysis will be conducted to ensure the plan is providing the results the institution needs. During

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## WORKFORCE SUCCESSION GOALS

The RCCD Workforce Succession Plan will align staffing and leadership needs with the organization's current and future strategic objectives. It is designed to create an organization that supports the value of continuous growth and development, not only for the students, but for staff as well. It will inform and educate employees of the opportunities for self-development and how to prepare for future career opportunities within the organization. In support of RCCD's strategic goals, the plan will have institutional impacts to improve the overall functionality of the organization.

### Plan Goals

- Identify employees who have the potential to assume greater responsibility within the organization.
- Provide development opportunities to staff, faculty, and management
- Provide and obtain support from management to implement a development plan for high-caliber employees to achieve optimal performance
- Create a strong, knowledgeable workforce as a pool of internal candidates for future vacancies
- Build a diversified workforce
- Forecast staffing levels and needs
- Attract, retain, and prepare staff for future career opportunities within RCCD
- Forecast and identify current and future gaps between the changing needs of RCCD and its staff complement
- To build a custom professional development program for staff, faculty, and management

### Institutional Impacts

- Revise of hiring policies and procedures
- Update job description to truly reflect current competencies
- Collaborate with constituencies to improve employee evaluation tools and processes
- Build business continuity throughout RCCD outside college silos

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## INSTITUTIONAL ASSESSMENT

In consultation with applicable constituency groups, the District will develop assessment tools to survey management, staff, faculty, and students. The surveys will be designed to capture critical information to asses the organization's current workforce structure and needs, as well as assist in determining future talent needs. Before implementing the strategies of the succession plan, the following must be identified via the institutional assessment:

- Current Professional Development Needs
- Current Staffing needs
- Challenges for RCCD in the next 1-5 years
- Critical positions imperative to service continuity
- Core competencies, knowledge, and skills within critical positions that can be utilized for current needs and developed for future needs
- Organizational Climate

In addition to the institutional surveys, the District shall conduct an analysis of the demographic and professional profile of current staff, as well as external market trends. The analysis of current staff will identify the potential of staff turnover due to natural attrition or early retirement incentives. The analysis will also identify the potential career patterns of the current workforce and assist in recognizing potential successor candidates. It will assist in highlighting department vulnerabilities due to staff turnover and loss of knowledge.

Examining external market trends will help define the District's growth opportunities in terms of competitive salaries, benefits, hiring incentives, the potential quality and diversity of applicant pools, and the ability to retain employees. As defined under the purpose statement, the succession plan shall be a living, working document that can be changed to not only address the changes in the organization's strategic plan, but to address changes in market labor and conditions.

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## STAKEHOLDERS

In compliance with Shared Governance, the District will work collaboratively with all constituency groups to ensure the plan is successful in developing internal talent. The organization must engage in a cooperative, participatory union-management and employee-management environment for succession planning to be successful. Creating a cohesive partnership with all constituencies will provide the institution with (Kesler & Schuster, 1993):

- Clarity of direction
- Cooperation between management and represented groups
- Increased employee involvement
- Change in organizational culture
- Enhanced training for management team members and union leadership
- Sharing of gains between employees and management

### Collaborative Strategy Planning

The District will engage key organizational and union leadership roles to develop tools and an effective approach to implement the RCCD Workforce Succession Plan. A designated team of District representatives will meet with leaders of each constituency group to determine the plan approach, including, but not limited to, communication strategy, budget constraints and concerns, professional development formats, applicable revisions to duties performed within specific classifications, and the integration of plan initiatives within collective bargaining agreements. This process will build and maintain the joint effort between employee groups and management in making this initiative benefit the employees.

Individuals involved in the strategy planning process will need to clearly understand the purpose of succession planning and must be able to identify feasible resources and time frames for employee development. These key role players must be willing to adopt different methods, strategies, and tools, outside the "normal" flow of operations, to address the organization's culture, needs, and employee development. The strategy planning process shall identify meaningful outputs that support RCCD's objectives, budget, staffing requests, and strategic plan, as well as improve working relationships to improve trust and credibility (DOPLR Workforce Planning Publications Editor, 2008).

## BUDGET

The RCCD Workforce Succession Plan will operate within the fiscal parameters of the institution's budget. Programs and initiatives that fall within the succession plan, such as professional development, will incur expenses. As such, funding shall be allocated to support the district-level succession plan. Allocation of funds will be reviewed on a fiscal year basis and in consideration of other institutional expenditures, such as general salary increases and benefit costs. The amount of funding shall be determined and communicated with constituency groups prior to the development of initiatives.

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Funding for additional positions will align with the department planning process and departmental priority. Individual departments maintain the responsibility for allocating funds within the department budget to promote workshop, conference, and training attendance for assigned employees.

## STRATEGIC COMMUNICATION

The communication component of the Workforce Succession Plan is vital in ensuring that the plan is successful. Gaining and maintaining momentum and commitment from management and staff is key to effective succession planning. Once development methods have been vetted and selected with each constituent group, transparent, inclusive communication must be conveyed to respective employees. To obtain optimal participation, it is essential that the District communicate the following components in a timely manner (Northwest Public Power Association, 2015):

- The overall Workforce Succession Plan
- How the plan will benefit and impact the employee
- Clear development opportunities and methods and how it will align with the institutional staffing need
- Delineated management and employee roles within each development opportunity
- Specific timelines for each development opportunity
- Development opportunities are meant to prepare an employee to be a viable candidate for internal succession

Union leadership and other employee group representatives will be a critical District partner in promoting employee participation. Union leaders and representatives can reach employees at a local level to assist with concerns, answer questions, explain the alignment between the opportunity and the succession plan, and provide clarity. The District shall commit to continuously announce development opportunities associated with the Workforce Development Plan. It is important to communicate plan initiatives, opportunities, and outcomes to stakeholders to build an inclusive environment and provide transparency in this fair and equitable planning process developed to meet the long-term needs of the institution (Minnesota State Colleges & Universities, 2013).

## SUCCESSION PLANNING – INSTITUTIONAL STRATEGIES

### Classification Structure

The District must conduct a comprehensive analysis of the current classification structure. To attract and develop the best qualified employee, there must be a clear defined career ladder for the individual. Where feasible, there shall be a nexus between classified positions, faculty roles, and management positions leading to the next promotional opportunity. By utilizing professional development resources, an employee will obtain experience, coaching, or mentoring to develop skills and competencies needed for the higher-level position.

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## Recruitment

RCCD's recruitment policies and procedures need revisions to allow for an improved streamline process and robust recruitment efforts. The application requirements and interview process will need to accurately conform to the individuals entering the workforce. As new generations enter the workforce, a different level of expectation is expressed by viable candidates. The current application and interview process may be perceived as outdated, bureaucratic, and can pose unintended barriers for top talent.

The Human Resources department will partner with key stakeholders to review and revise policies and procedures to align with current market trends and allow RCCD to remain competitive in the labor market. The following are topics that may be discussed to improve the quality of candidate pools and encourage internal promotion:

- Application requirements
- Committee composition
- Interview structure and phases
- Alternative interview modes (for applicant and committee members)
- Internal and external Fair Employment/EEO Representative training
- Consideration for internal applicants

## Internships

RCCD currently has a need to create and maintain a pipeline for viable candidates. By partnering with local four-year academic institutions, the District may develop an internship program which will allow newly graduated individuals the opportunity to obtain staff experience in a public setting, while simultaneously creating a pool of trained and experienced candidates for the District's future needs.

A Faculty Internship Program will provide an opportunity for individuals interested in pursuing a community college teaching career through semester length internships, which pair interns with discipline-related mentors. The program is intended to help develop a pool of potential candidates that reflects the diversity of RCCD (Long Beach City College Faculty Internship, 2017).

## Performance Management

Performance evaluation tools must measure the true competencies an employee is required to possess to perform the essential functions of the position. In addition to evaluating an employee's skill level in a position, the evaluation shall be used as a development tool for employees. Managers must utilize this tool to outline areas of development for the employee, provide measurable expectations, and deliver feedback on strengths, weaknesses, and goals. The performance evaluation is an important resource in assisting a manager determine whether an employee is a high potential employee. The tool must be used efficiently to ensure that it is a proper indicator of an employee's potential for succession. The institution must step away from considering the performance management process as a single, annual event via the evaluation

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process. Performance management is an ongoing development process that requires participation from management, staff, and faculty.

### Career Counseling

RCCD shall utilize internal resources, such as the Career and Transfer Center, to provide employees the opportunity to obtain career counseling and assistance with training and education plans.

## SUCCESSION PLANNING – EMPLOYEE DEVELOPMENT

### Identifying High Potential Employees

Once key succession plan positions have been identified within the institution, RCCD will identify the high potential employees who are current, viably candidates or may be viable candidates in 2-5 years. Management team members will evaluate the performance and potential for each high potential employee in their area.

One method of evaluating the current workforce is by utilizing the "nine-box matrix" (illustrated below). One axis is "performance" which shall be measured by performance reviews. The other axis is "potential" which shall refer to the employee's potential to grow one or more levels in a management or professional capacity (PBP Executive Reports, 2012).

**Potential**

**High** ← → **Low**

**High** ↕ **Low** **Performance**

| | | |
|---|---|---|
| High Performance<br>High Potential<br>1 | High Performance<br>Medium Potential<br>2 | High Performance<br>Low Potential<br>3 |
| Medium Performance<br>High Potential<br>4 | Medium Performance<br>Medium Potential<br>5 | Medium Performance<br>Low Potential<br>6 |
| New to Position<br>7 | Low Performance<br>Medium Potential<br>8 | Low Performance<br>Low Potential<br>9 |

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Once an employee has been identified as "high potential", department managers must meet with Human Resources to determine the best plan for development. Development plans for employees will align with contract language, policies, and/or any applicable negotiated terms.
The Workforce Succession Plan is intended to capture an employee's potential at all stages of the career ladder. Although an individual may not be identified as high potential employees, they may strong contributors to the organization and will be afforded the opportunity for professional growth.

## Professional Development

Identified high-potential employees shall be professionally developed for the next leadership or professional role. The District has developed a comprehensive Professional Development Plan for staff, faculty, and management. The plan will remain flexible and fluid to address, update, and incorporate new development opportunities such as:

- Tuition Reimbursement
- Mentoring
- Job Shadowing
- Apprenticeship Programs
- Temporary Project/Program Leadership Opportunities
- Cross-Training
- In-Service Training
- Workshops and Conferences

Please refer to the RCCD Professional Development Plan for specific information on goals, District/Union roles, and methods for professional development.

## PLAN ASSESSMENT

The District must annually evaluate, analyze, and, if needed, adjust the Workforce Succession Plan. It is imperative to have a plan assessment process to respond to changing needs, measure employee progress, assist with accountability, and adjust components that may not be working.

## District Climate/Environment

An annual review of the District's strategic plan, goals, and objectives will ensure that the succession plan is addressing the staffing and business needs of the institution. Additional internal components, such as an early retirement incentive, may change the direction or approach for the succession plan. If District needs or goals have changed, the succession plan shall be updated to support the new objectives.

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## Evaluation

The District must evaluate the succession plan to determine if employees are meeting established benchmarks and/or has generated the desired outcomes. In consultation with applicable constituency groups, the District may hold meetings, focus groups, and distribute surveys to gather quantitative data to assist in determining the plan's success. Data gathered during this evaluation period will generate information to determine:

- Number of successors who assumed targeted jobs
- Number of positions filled with internal candidates
- Number of employees who have reached/completed development goals
- Time-to-fill metrics
- Interns hired permanently
- If the labor/management collaborative process is working

## Revisions

The Workforce Succession Plan is an ongoing, fluid document. If the information gathered during the evaluation period indicate changes in institutional goals or that the current plan structure is not yielding the results needed, changes shall be made to the plan to address the areas of opportunities. Changes to the plan shall be considered annually, made in collaboration with constituency groups, conducted in a timely manner, and thoroughly communicated to the District community to mitigate confusion.

## Developing

In consultation with your manager, a personal development plan can be developed separately or as part of the Performance Evaluation process to assist staff in reaching their career goals. A template for a development plan is attached hereto.

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# HUMAN RESOURCES & EMPLOYEE RELATIONS LOGIC MODEL

Logic Model Diagram:
RCCD - Human Resources & Employee Relations

**Problem Statement**

Because of outdated processes and systems, inadequate HR staffing levels, the absence of professional capacity within HR, and a lack of understanding in terms of roles and responsibilities, stakeholde

**Goal**

To assist RCCD in the attainment of its mission through the recruitment, selection and retention of highly qualified faculty and staff.

**Long-Term Outcomes**

Improved efficiency and effectiveness
Improved student achievement
HR seen as a strategic partner
Improved employee competence and professional capacity

**Rationales**

Research suggests that "HR is a key architect in positioning the organization to promote more growth (Publication Title ("Human Resource Planning") And Id (4147) And Date (Sep 01, 2007) And Issue Number ("3") And Volume Number (30).

Studies suggest that organizations deemed to have world class HR programs spend 27% less per employee annually, 31% less on total labor, had 35% fewer HR staff per 1,000 employees, and experienced 61% fewer voluntary terminations Publication Title ("Human Resource Planning") And Id (4147) And Date (Sep 01, 2007) And Issue Number ("3") And Volume Number (30).

**Assumptions**

HR will have a seat at the table as a strategic partner.

HR will have access to the resources (fiscal, physical, human capital, etc.) needed to make it an effective and efficient strategic partner.

**Resources**

Applicant Tracking System - NEOGOV $50,000.00

Contract with The Academic Network (TAN) to find grant funding for Diversity and Inclusion initiatives

1 Title IX Deputy Coordinator

1 Administrative Assistant I in Compliance Office

1 Director of Professional & Organizational Development (POD)

1 Training Analyst

1 Administrative Assistant I - POD

1 HR Generalist

3 Recruiters - One for each college

POD office space - Should accommodate at least one administrator and two staff persons.

**Activity Groups**

Recruitment and Selection

Professional Development

Employee Retention

Workforce and Succession Planning

**Outputs**

Revised AP 7121 Hiring Procedure for administrators, confidentials and represented classified employees
Implemented Applicant Tracking System (ATS) NEOGOV by 1/1/2019
Streamlined District recruitment function
Created feeder programs, employee referral programs, created incentives for hard to fill positions and used web-based technology to conduct first-level interviews

Hire POD Manager, Administrative Assistant and an Analyst
Locate office space, furniture, equipment and learning management technologies
Drafted policy and procedure
Drafted comprehensive plan
Guaranteed interviews for internal candidates meeting minimum qualifications

Complete Classification and Compensation study for Classified employees and Management Salary Survey
Created differentials and incentives; alternative schedules for work-life balance; Employee acknowledgement awards; exercise initiatives; WeightWatcher at Work programs

Worked with CSEA to create Training and development Assignments program

**Intermediate-Term Outcomes**

Students learn in an environment is a diverse reflection of the global society in which they will live and work

Employees are prepared for promotional opportunities

High-quality professional development opportunities are available to all employee groups

Evaluation tools are valid and reliable; aligned with outcomes; and are fair and transparent

Stakeholders are informed about the evaluation process

Employees are provided valuable feedback during the performance management cycle

**Short-Term Outcomes**

Clear understanding of hiring procedures and processes

Professional development opportunities to provided to all employee groups

District compensation philosophy is created

Comprehensive staffing and succession plan is created

Increased number of diverse applicants successfully make it to first-level interviews

Updated classification plan

Employee Performance Management Cycle

Greater ease in staffing historically difficult to fill positions

Decreased turnover ratio

Increased promotional opportunities for internal candidates

Work-life balance exists for all employees

**Evaluation Plan Builder** » Human Resources & Employee Relations (#23869)

View LMB | (Currently viewing Outcome Template)
View Implementation Template

Outcomes | Indicators / Data Collection | Full View

Next »

**Outcomes - Add Group**

| Shorter-Term Outcomes Usability Help | Intermediate Outcomes Usability Help | Longer-Term Outcomes Usability Help |
|---|---|---|
| 1. Recruitment and Selection<br>i. Clear understanding of hiring procedures and processes<br>ii. Increased number of diverse applicants successfully make it to first-level interviews<br>iii. Greater ease in staffing historically difficult to fill positions<br>iv. [ NEW ] | i. Students learn in an environment is a diverse reflection of the global society in which they will live and work<br>ii. Employees are prepared for promotional opportunities<br>iii. High-quality professional development opportunities are available to all employee groups<br>iv. Evaluation tools are valid and reliable; aligned with outcomes; and are fair and transparent<br>v. Stakeholders are informed about the evaluation process<br>vi. Employees are provided valuable feedback during the performance management cycle<br>vii. [ NEW ] | i. Improved efficiency and effectiveness<br>ii. Improved student achievement<br>iii. HR seen as a strategic partner<br>iv. Improved employee competence and professional capacity<br>v. [ NEW ] |
| 2. Professional Development<br>i. Professional development opportunities to provided to all employee groups<br>ii. Employee Performance Management Cycle<br>iii. [ NEW ] | | |
| 3. Employee Retention<br>i. District compensation philosophy is created<br>ii. Updated classification plan<br>iii. Decreased turnover ratio<br>iv. Increased promotional opportunities for internal candidates<br>v. Work-life balance exists for all employees<br>vi. [ NEW ] | | |
| 4. Workforce and Succession Planning<br>i. Comprehensive staffing and succession plan is created<br>ii. [ NEW ] | | |

Point K Learning Center

## Evaluation Plan Builder » Human Resources & Employee Relations (#23869)

**Data Collection**

| Activities / Outputs | Questions | Data Collection |
|---|---|---|
| **1. Recruitment and Selection** | | |
| **Activities:**<br>a. Recruitment policies and procedures<br>b. Applicant Tracking System<br>c. HR Organizational Structure<br>d. Recruitment Strategies<br>e. Diversity, Equity and Inclusion<br>**Outputs:**<br>a. Revised AP 7121 Hiring Procedure for administrators, confidentials and represented classified employees<br>b. Implemented Applicant Tracking System (ATS) NEOGOV by 1/1/2019<br>c. Streamlined District recruitment function<br>d. Created feeder programs, employee referral programs, created incentives for hard to fill positions and used web-based technology to conduct first-level interviews | a. Did we attract a diverse, yet highly qualified applicant pool? | • Document Review (Review of demographic information on applicants for employment and candidates selected for interview.) - HIGH |
| | b. Were stakeholders satisfied with the quality of candidates for employment? | • Other (Review data related to release from probation of faculty, staff and administrators.) - MEDIUM |
| | c. Has the revised HR structure enhanced stakeholder satisfaction with service? | • Other (Review data that determines the length of time to complete recruitment, from initial notification of need to successful completion of probationary test period.) - HIGH |
| | d. Have recruitment strategies improved the diversity of the applicant pool? | • Other (Review demographic data on hires.) - HIGH |
| | e. Has customer satisfaction changed? If so, how and why? | • Survey (Review results of survey) - HIGH |
| | f. Was there an increase in the diversity candidates invited to interview? | • Document Review (Review demographic information on applicants for employment and candidates selected to interview.) - MEDIUM |
| **2. Professional Development** | | |
| **Activities:**<br>a. Organizational Structure<br>b. Physical location of office<br>c. Policy and Procedure<br>d. Professional Development Plan<br>e. Diversity, Equity and Inclusion<br>**Outputs:**<br>a. Hire POD Manager, Administrative Assistant and an Analyst<br>b. Locate office space, furniture, equipment and learning management technologies<br>c. Drafted policy and procedure<br>d. Drafted comprehensive plan<br>e. Guaranteed interviews for internal candidates meeting minimum qualifications<br>f. Employee professional | g. Has the addition of Professional Development improved career advancement opportunities for internal applicants? | • Document Review (Review promotion results for internal applicants.) - MEDIUM |
| | h. Have professional development opportunities enhanced upward mobility for faculty and staff? | • Document Review (Assess the number of internal candidates who successfully complete probation as compared to those that fail probation.) - MEDIUM |
| | i. Were internal candidates competitive with external candidates? | • Document Review (Review probationary release information, as well as customer satisfaction survey completed by hiring managers.) - MEDIUM |
| | j. Were current employees provided professional development opportunities | • Document Review (Review |
| development needs assessment | that assisted them in promoting to a higher-level-position in the organization? | geographic data related to hiring.) - MEDIUM |

| 3. Employee Retention | | |
|---|---|---|
| **Activities:**<br>a. Compensation Strategies<br>b. Retention Strategies<br>c. Employee Assistance Program<br>d. Personal Development<br>e. Diversity, Equity and Inclusion<br>**Outputs:**<br>a. Complete Classification and Compensation study for Classified employees and Management Salary Survey<br>b. Created differentials and incentives; alternative schedules for work-life balance; Employee acknowledgement awards; exercise initiatives; WeightWatcher at Work programs<br>c. Annual Customer Satisfaction Survey<br>d. Exit Interviews | k. What is the turnover ratio? | • Document Review (Review turnover ratio data to establish baseline and then annually for year-to-year comparisons.) - MEDIUM |
| | l. What is the utilization rate for the EAP? | • Document Review (Review the utilization reports for EAP to determine the type and frequency of services used.) - MEDIUM |
| | m. What was the measurable impact of the retention strategies? | • Expert Review (Review turnover data to assess whether or not it ias decreased.) - HIGH |
| | n. Do we provide opportunities for employees to enjoy work-life balance? | • Survey (Review results of annual employee satisfaction survey.) - MEDIUM |
| | o. What was our compensation philosophy? Below, at or above market? | • (Analyze why employees leave the organization.) - |
| | p. Is the compensation structure flexible enough to ensure we are able to attract and retain the most highly qualified personnel? | • Interview (Review reasons employees decline employment with District.) - HIGH |
| | q. Why do employees leave the organization? | • Interview (Review results of exit interviews.) - HIGH |
| **4. Workforce and Succession Planning** | | |
| **Activities:**<br>a. Districtwide Staffing Plan<br>b. Strategies for Succession Planning<br>c. Needs assessment<br>**Outputs:**<br>a. Worked with CSEA to create Training and development Assignments program<br>b. Susscession planning annual satisfaction survey. | r. Does current workforce population possess the knowledge, skills and abilities needed to move the organization into the future? | • Expert Review (Review staffing plan needs versus skills of employees.) - HIGH |
| | s. What themes were revealed through the annual survey? | • Document Review (Review results of annual satisfaction survey.) - MEDIUM |

## Current HRER Organizational Structure

As HRER works to align itself more efficiently and effectively with the District mission, the need to modify its own internal structure has become apparent. The most important consideration is whether to decentralize, remain centralized and/or develop a hybrid structure that includes some degree of both. Given the District is the legal entity with a clear-cut need to ensure consistency and control costs, the ideal structure is one that is centralized, yet allows for some degree of decentralization in terms of routine/commonly performed activities.

There are currently 23 multi-college districts within the California Community College system. Not one has moved to a decentralized model, as it is more feasible for certain types of activities to continue to occur at the district level for a variety of reasons (for example, consistency, cost, etc.). A thorough review of the 23 multi-college districts revealed that collective bargaining, benefits administration, grievance administration, and all disciplinary matters resulting in the deprivation of a property right is performed 100% of the time at the District level.

In addition to analyzing the structure of multi-college community districts, the University of California and California State University systems were also analyzed. Like the community college system, neither of those systems maintain decentralized HR functions, opting instead for a hybrid model in which collective bargaining, benefits administration, and discipline matters are handled at a centralized HR. Matters related to performance management and recruitment are handled through decentralized processes on the individual college campuses. This is the recommendation that the District pursue.

To ensure effective and efficient operations, it is recommended that three recruiters be hired and permanently placed/located at the colleges. Additionally, the work of the Liaisons would be modified to remove recruitment. Instead, they would focus solely on professional level HR matters, to include employee and labor relations, benefit matters, leave administration, and the like. Moreover, they would continue to spend two days per week at the campuses with the remainder of their time spent at the District office.

The following pages show the current organizational structure and the proposed structure.

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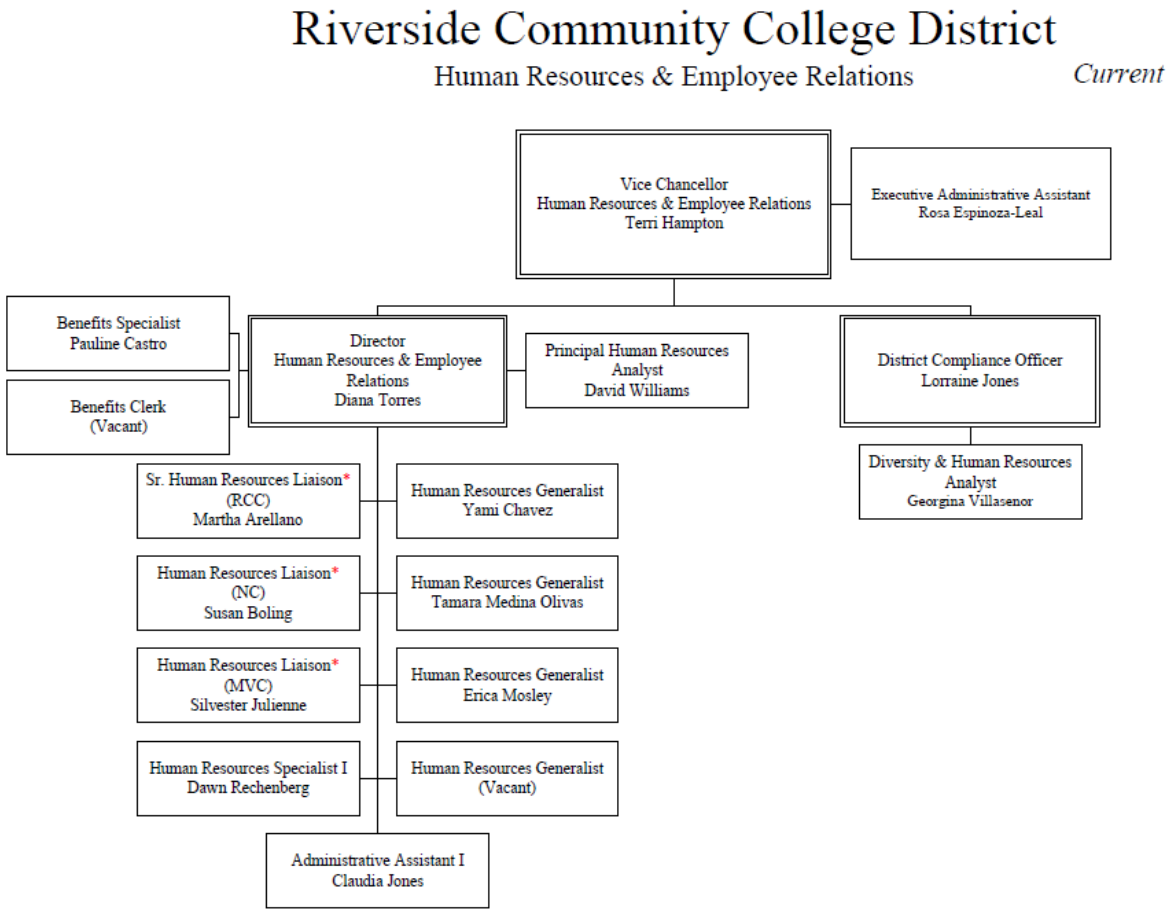
## HRER Current Organizational Chart

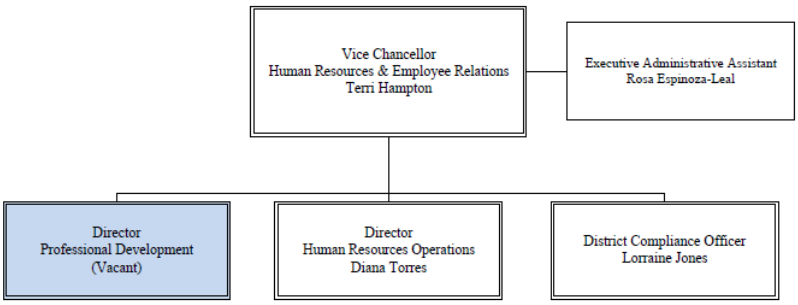



*In College Liaison role, indirectly reports to the Vice President of Business Services.
Also collaborates with the District Compliance Officer in matters involving discrimination and harassment.

## HRER Proposed Organizational Charts

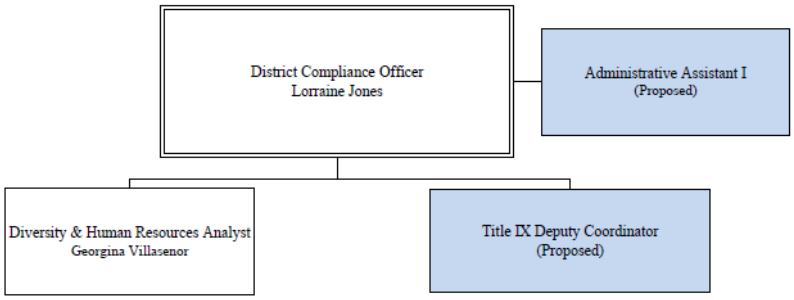
*Proposed*

### Riverside Community College District
Human Resources & Employee Relations



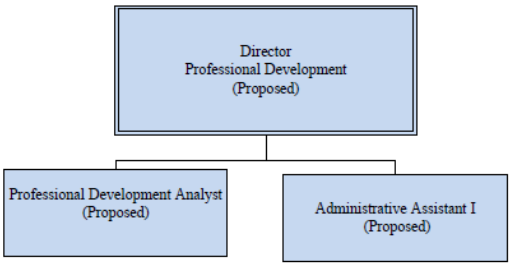

*Proposed*

### Riverside Community College District
Compliance - Human Resources & Employee Relations




*Proposed*

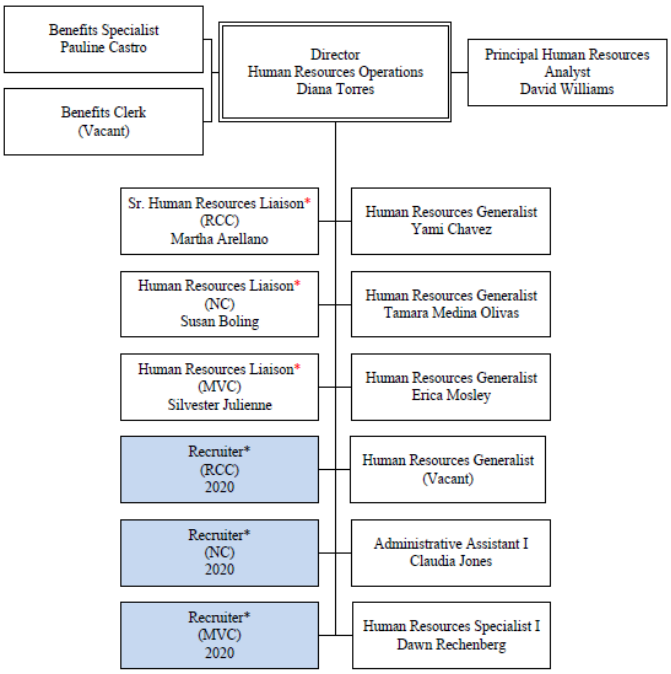
### Riverside Community College District
Professional Development - Human Resources & Employee Relations



*Proposed*

# Riverside Community College District

Human Resources Operations - Human Resources & Employee Relations




*In College Liaison role, indirectly reports to the Vice President of Business Services.
Also collaborates with the District Compliance Officer in matters involving discrimination and harassment.
*In Recruiter role, indirectly reports to the Vice President of Business Services.

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