

## Overview of the College Brain Trust's (CBT) Organizational Assessment Major Recommendations and LCCC's Response to Date

CBT Recommendation	LCCC Response
CBT recommends revising the organizational placement of the Albany County campus to better reflect the current enrollment, projected growth, range of services, opportunity for expansion on the University of Wyoming campus, and strategic vision for serving that region.	Dean of the Albany County Campus title change to Associate Vice President. Shifted reporting line from the Vice President of Academic Affairs to the President. This position is a member of the President's Cabinet.
CBT recommends combining institutional research (IR) and information technology (IT), and because of the district-wide nature of these services and the need for a strong planning function that crosses all departments, that this function report directly to the President.	Created the Division of Institutional Effectiveness. Shifted IT from Administration and Finance to the new division. Shifted IR from Academic Affairs to the new division. Added an Associate Vice President of Institutional Effectiveness who reports directly to the President and is a member of the President's Cabinet.
CBT recommends a reduction of instructional divisions to align with benchmark colleges of similar size.	Benchmark Colleges used in CBT's study did not reflect a relevant peer group or comparator group. Even so, the College reduced one instructional division by merging the Career and Technical Education (CTE) division with the Business, Agriculture and Tech Division. New School of Business, Agriculture and Technical Studies under one Dean.
CBT recommends that credit programs in workforce development report to the Vice President of Instruction.	CTE credit programs moved from Workforce Development under Vice President of Academic Affairs. Vice President of Workforce Development position eliminated. Dean of CTE position also removed.
CBT recommends that student service programs currently under an instructional dean be moved under Student Services.	Disability Services and Sage TRiO both moved into Student Services. Exam Lab and Tutoring Center moved into the Library and Learning Commons as they are arguably academic support programs.
CBT recommends that the Board review the legal expenses of the College, including the contract counsel retained by the Board, in house counsel, and the other specialist counsel, to determine appropriate level of utilization and cost effectiveness.	Position of in-house counsel eliminated. Legal representation of the entire College is now provided by one firm (WRN).
CBT recommends that a documentation and accountability system be put in place within Human Resources to assure that job descriptions are all on file and current. That system should include a requirement	As a function of the revised hiring process (6.1.2P), each and every position with LCCC must be documented via a formal Position Description prior to any recruitment or hiring activities. The LCCC

for regular review of job descriptions (no less than 3 years), and each job description should carry the date of the last formal review, revision, and approval.

This system should utilize a comprehensive IT computer module for the Human Resources Department that will provide the database of employee records to:

- a) provide an efficient system of position control;
- b) provide an audit system to assure all job descriptions are current and in place; and;
- c) verify that the job description is integrated into the hiring, evaluation, and professional growth systems and procedures.

CBT recommends the review of hiring procedures, employment documents, and job descriptions to assure that positions are properly classified in the appropriate employee category.

CBT recommends that the College ensure that job title changes/revisions are a part of a cohesive approval system of position control, job descriptions, and hiring procedures.

CBT recommends the adoption of Board policies on hiring, equal employment opportunity, nepotism, and employee evaluation.

Position Description format has been updated and converted into a click-and-fill template, which is supported by a walk-through job aid, manager workshops, and one-to-one manager coaching as may be needed. The Performance Management system being developed includes an annual review based significantly on essential functions included within a Position Description. This process will also include a collaborative audit of the employee's Position Description.

Colleague's HR Module is currently used to support HR documentation. Initial assessment suggestions significant gaps either in the system's functional capabilities or how it has been implemented at LCCC; more in-depth assessment to conclusively determine possible system efficacy is underway.

Hiring procedures have been updated/created and are now included in Administrative Procedure 6.1.2P. College conducted two analyses (one with Mountain States Employer's Council and one with the firm of Holland and Hart) to evaluate and provide direction on any critical reclassification of employees. Recommendations have been mostly implemented.

As an aspect of Position Control, positions that are re-purposed, reclassified, and/or are newly created, are fully documented via a Position Description, assessed by HR, and appropriate FLSA classification applied prior to any employment activities.

With the establishment of required Position Descriptions for any and all positions, the fundamental basis for the hiring procedure is clearly and firmly embedded in institutional process which supports the administration of position control; the Personnel Action Form (PAF), modeled on "PAF" forms used at several other institutions of higher education, integrates appropriate submission, approval, and tracking of all personnel changes.

All of the policies identified in this specific recommendation, except for Employee Evaluation, have been adopted under the 6.1.X procedure series through the comprehensive HR Policy and Procedure updates in Spring of 2014; Employee Evaluation is being

revised as Performance Management (tentatively a 6.7.X series) and is anticipated to be in place in Fiscal Year 2014-15 (FY15).

CBT recommends the creation of detailed hiring procedures that provide clear definitions of employee groups, address specific recruitment and hiring steps for all categories of employees.

Hiring procedures have been updated/created and are now included in Administrative Procedure 6.1.2P Employment - Hiring Recruitment for Vacant Positions. Screening committee training is underway with more than 100 employees being certified to serve on screening committees. Hiring Manager training is being developed and will be piloted late Fall 2014 and formally offered spring 2015. A companion professional development piece – Developing & Writing Position Descriptions has been developed and will be offered on a regularly scheduled basis starting late October and then monthly thereafter.

CBT recommends the creation of a process for a once-a-year employee reclassification review with a short application period; a clear definition of the consequences of a break in service; a process for promotion; and a process for title change that includes the final approval of the Director of Human Resources.

Employees and managers currently may work with HR to examine reclassification of positions at any time and not restricted to once per year. That process requires the final approval of the Executive Director of Human Resources.

LCCC has also built into its hiring process an initial step of assessment of staffing needs prior to moving forward with a formalized recruitment. At this time a position may be re-purposed or revised and reclassified while vacant. In addition, the Performance Management process being developed includes assessment of potential reclassification as a part of the annual review process.

CBT recommends that the responsibilities for the entire evaluation process, including record keeping, maintenance of confidentiality, and process for accessing records be centralized, assigned to the Human Resources office, and clearly outlined in the procedures.

The Performance Management process being developed is based on the philosophy of continuous improvement and includes overall facilitation by HR. A policy and procedure in development (tentatively 6.14 – Employee Information) is intended to cover the ground of employee records, access to such records, confidentiality as well as what may be subject to a Public Records request.

CBT recommends clear expectations for supervisors to place annual evaluation as a high priority and that supervisors are held accountable for assuring full compliance.

Elements of managerial/supervisory responsibility are being incorporated into the Essential Function portion of the formal Position Descriptions for management and supervisory positions; by including the expectation as an essential function, each employee holding a manager/supervisory position is then held accountable for the satisfactory fulfillment of their essential functions which includes

CBT recommends the development of an employee recognition program and a process to provide for employee recognition for outstanding performance based on annual evaluations.

the obligation to provide employees they directly supervise with regular and ongoing performance feedback, culminating in an annual performance retrospective (e.g., annual evaluation/review).

The development of an employee recognition program can be forthcoming following adoption of the Performance Management process being drafted. It is important to ensure the continuity between that which we organizationally recognize and reward with that which we identify as outstanding performance via Performance Management focal elements. Positions Descriptions, Performance Management, Employee Recognition programs, as well as professional development focus, and the like will be aligned with LCCC mission, vision, and strategic initiatives. With current employee awards events (one in the fall, and one in the spring), further consideration of a broader type of program has been placed on hold till the foundational policies, procedures and processes have been fully implemented.

CBT recommends the use of evaluation feedback as the basis for the development of staff and professional development programs that will meet employee needs and assist them in accomplishing the mission of the College.

Position Descriptions are the foundational basis for what an employee is expected to provide in terms of performance, the ongoing Performance Management cycle is intended to support employee achievement of high performance with dedicated focus toward the essential functions as they were hired to provide, and professional development goals and opportunities are then identified through Performance Management feedback. From an institutional-wide stance, HR has engaged in ongoing needs assessments activities with managers and employees to develop current professional development opportunities aligning with LCCC mission and vision.

Moving forward, Position descriptions, Performance Management and resulting individual and workgroup/divisional professional development goals, employee recognition, etc., will continue to provide data for professional development opportunities for employees on an ongoing basis.

CBT recommends that the College consider revising the timelines for the employee evaluation performance system to better align with employment action timelines.

The Performance Management process moving forward is designed to be one of continuous and regular feedback; the culminating annual performance retrospective is intended to occur matching the base

	<p>fiscal year in most employee engagements. Some conditional employee engagements may require that a manager/supervisor make a performance-based decision in advance of the conclusion of the fiscal year.</p>
<p>CBT recommends that the College design its professional growth program on an analysis of employee needs and aimed at supporting student success.</p>	<p>With the creation of the Human Resource Development (HRD) position focusing on workplace learning and development, there has been significant effort put toward conducting professional development needs analysis from an overarching perspective for the institution as a whole, as well as individual work with managers regarding professional development needs, planning, and offerings for workgroups and individual employees. Within the needs analysis format, not only are specific knowledge/skill/ability (KSAs) for individual job performance being considered, but also significant aspects of actionable aspects of institutional values, mission and vision – which encompass focusing on student success.</p>
<p>CBT recommends that the professional growth program include training in effective communication and collegial decision-making in support of the College’s goal to improve a climate of trust.</p>	<p>The needs analysis activities as described above, are intended to provide the foundational basis for ongoing professional development offerings – some of which are already developed and being regularly offered such as the New Employee Orientation (NEO); communication coupled with decision-making/problem-solving developmental opportunities are anticipated to positively impact culture and climate.</p>