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Human Resources

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Human Resources Department History

Throughout the College's history, the focus of the Human Resources Department has been to assist in carrying out the College's mission by helping hire great employees in a fair and legally defensible manner, enhancing diversity in the workforce, ensuring the College is in compliance with federal and state laws and regulations, allowing employees to focus on their work by supporting them with various benefits, and through staff development, providing employees tools to do their jobs to the best of their abilities.

There have been many changes in Human Resources since the founding of the College. These are due to expansion of the College's mission, increases in employment, changes in federal and state law, and technological advances. A simple bench mark of the changes is the number of employees paid, indicated by the number of W-2s issued each year. In 1966, 12 W-2s were issued. The following year, in 1967, 314 employees were paid. For the most recent tax year, 2014, 3,414 W-2s were issued. The first W-2s were typed manually. Today, they are computer generated and employees can print their W-2s as needed.

The Formative Years

The Human Resources function began soon after Superintendent Paul Lowey was hired in August 1966. After getting a sense of the expectations of the Board of the mission and priorities for the College, he focused on identifying and employing key staff members. His first hire was an administrative secretary, followed by a Director of Vocational Education, Owen Shadle, a Business Manager, Dale Belairs, the Director of Ancillary Services (student services), Leonard Bengtson, and a Director of Adult and Continuing Education, Phillip Langerman.

Initially the HR function was carried out based on the needs of a developing organization and lacked specific definition. Functions included

- monitoring and ensuring compliance with all federal and state laws and regulations;
- developing, maintaining and updating rules, regulations, contracts and procedures related to students and employees at the college;
- providing overall guidance and monitoring of the process of recruitment, employment and termination of employees; and
- administering the staff development program.

Superintendent Lowery gave substantial latitude to his immediate staff to recruit and recommend staff in their area of responsibility. His administrative secretary was responsible for the limited paper work and recording keeping required for the personnel function. A basic application form was designed, and each administrator decided how to recruit applicants in their area and select one or two for interviews with Supt. Lowery.

There were very few potential candidates available with community college experience since the two-year area school concept was new in Iowa and in the region. In reality, each director contacted acquaintances or colleagues for consideration. Superintendent Lowery encouraged several of his staff from his former college in Georgia to apply. Most administrative applicants had a secondary school teaching background, a master's degree, and experience in K-12 school systems. Only one successful

administrative candidate had been employed in a junior college, and none had previous extensive administrative experience in education.

After the interview and reference checks were completed, the President and Director would agree on the top candidate. Salaries were individually negotiated after an offer was made to the candidate. The salary decision was usually based on the current salary of the applicant or the difficulty in attracting a suitable candidate. The Superintendent submitted each candidate's name and resume to the Board of Directors for their approval.

The Board approved guidelines for full and part-time faculty salary ranges (See Appendix A). Each faculty salary was negotiated individually, often based on the prospect's current salary and benefit package, with most new employees experiencing an increase from their former employment. Initially new vocational faculty members had limited or no teaching experience. They were selected based on their reputation and skill in their trade or profession and a judgment about their potential to be a successful instructor. The salary guidelines were reviewed and revised each year, based on data on salaries for employees in similar occupations in the Des Moines area and changes in the cost of living. This practice resulted in some disparity of compensation since those in some trades (e.g., auto and diesel technology) had higher market salaries than others (e.g., health occupations). It also resulted in gender inequality in salaries that mirrored salaries of the time.

Position descriptions were developed early, at first by the Superintendent and later by his four direct reports. They were very basic and often included a number of related occupations. Later the descriptions were refined and became more specific, especially in defining qualification and relevant experience required for the positions.

During this time, a formal process known as the Hay System was implemented to classify administrative/professional and support staff positions with similar levels of responsibility and know-how for purposes of salary equity. The College contracted with a professional firm to consult on position descriptions and implement the program initially. An updated version of this system is still currently being used.

One of the early Human Resources procedures developed was for Professional Leave. The original concept behind this policy was the need for vocational faculty, who made up the largest class of employees initially, to remain current with the skills and practices in the occupations they were teaching. It was also recognized that most professional staff needed additional college level classes to improve teaching skills. Originally the plan was to approve two weeks of paid leave each year for each 12-month faculty and professional staff member. A formal application from each employee was required for the leave to be considered. Ultimately, the primary use of Professional Leave was for college course work instead of updating experience in a vocational field.

Each employee received an annual performance evaluation from his/her immediate supervisor. A simple one-page personnel evaluation form, which had been developed in 1967, was used for many years. A copy of the individual's evaluation, signed by the supervisor and employee, was filed in the employee's personnel file in the Human Resources Department after an evaluation conference with the employee. The form included a 10-point rating scale and space for written comments and suggestions.

The Human Resources Department was responsible for compliance with all state and federal laws related to employment. It represented the college at unemployment hearings. It cooperated with other

College departments in responding to other regulatory and legal claims. The major areas were claims of sex and age discrimination related to employment and denial of unemployment claims.

During this time, interest in public sector collective bargaining surged throughout the country. The first DMACC Higher Education Association contract went into effect in 1973. Important issues addressed in the initial contract included an indexed salary schedule, summer pay for 9-month faculty, and a grievance procedure.

Community college instructors were required to be certified by the Iowa Department of Public Instruction, later the Department of Education. The certification process echoed the process in place for public school teachers. The Iowa Department of Public Instruction identified a five-course sequence for vocational instructors, and they contracted with the three state universities to provide these courses, both on the university campuses and at the local community colleges.

Faculty qualifications were developed, based on the Department of Public Instruction's Administrative Rules and became the basis for screening potential candidates. Responsibility for training and staff development, outside of the certification requirements of the Department of Public Instruction, was shared with the instructional departments. Bob Mitchell was the first Director, Staff Development, beginning in 1975, and developed a model program that received national recognition. New full time and adjunct faculty were required to attend a new teacher workshop during the first year of teaching. This workshop, developed by the chief academic officer, was scheduled several times during the year, usually on a Saturday prior to the beginning of each semester. The program was administered by the Human Resources Department. Support staff in-service training programs were also developed and scheduled.

Connie Allen (1969-1988) was the first employee assigned specifically to Human Resources. She was responsible for creating and implementing a number of HR procedures and creating supporting forms, some of which are currently used with minor modifications.

Wilfred Von Mayr (1977-1982) was the first Human Resources manager hired by the College with previous professional Human Resources experience. His major contributions were refining existing processes, expanding the position description review and completing the position evaluation project.

Changes during the following decades.

After the early, formative years of Human Resources, much change occurred due to increased size, both in number of campuses and employees, complexity of governmental regulation, and the need for additional employee development. Increased Human Resources staff and technological changes helped meet these needs.

1980s

During this time, the employment application process was entirely manual. Applicants called or wrote to request an application form and the forms were mailed to the applicants to be completed and returned. Applications could be requested by phone during regular office hours only. In the 1980s and into the 1990s, all Regular positions were advertised in the Des Moines Register or other local newspapers. Specialty publications were used for specific faculty positions and national publications, like the Chronicle of Higher Education, were used to recruit for high level administrative positions. To learn

about openings, applicants had to see them in a print publication or come to campus to see posted job openings. Completed applications were logged and the paper applications were boxed up and sent to the hiring authority for screening.

As the College and the dependence on adjunct instructors grew, it became more important to ensure consistency of instruction across multiple campuses. Previously, each department was charged with hiring their own instructors and determining whether or not they met the Department of Education required minimum qualifications. Human Resources monitoring was limited to collection of required tax and I-9 paperwork and processing of pay authorizations. Beginning in the late 1980s, a centralized adjunct instructor system was implemented. A matrix of instructor qualifications was developed. Basic personnel files for adjunct instructors, which included a standard adjunct application and transcripts, were housed in Human Resources. Review and approval of qualifications of each instructor was implemented. Approval was initially done by the Academic Deans. The responsibility for review and approval was later shifted to the Certification Officer in Human Resources.

Systems became more formalized. These included procedures for implementing the legally required termination processes for certified faculty and administrators to make sure that terminations were done in a legally defensible manner.

In 1983, the support staff organized a collective bargaining association, the DMACC Educational Services Association, to bargain salaries and working conditions for hourly support staff employees.

The federal requirement for documentation of an employee's legal right to be employed in the U.S. (I-9) was implemented in 1986. This was the first addition to the federally required record keeping beyond keeping wage records (W-2s). Since that time, the law has undergone many changes, requiring on-going, additional training of employees who complete the I-9 forms. How the records may be maintained and for how long has changed as technology has changed.

OSHA requirements for Right to Know training made it necessary to identify any employees who might need this training. Recordkeeping was necessary to ensure that the training was current. Employees who needed required or updated training had to be notified and completion of the training monitored in Human Resources.

The College's administrative computing system became more sophisticated and complex. With increased computerization, additional human resources statistics became available. More information was available to project future employee needs and costs. This became valuable in the collective bargaining process.

1990s

The number of applicants and applications for employment for open positions continued to grow requiring more staff time. Beginning in the mid-1990s, a Job Line was developed. Applicants could call a phone number 24 hours a day and listen to a recorded listing of all the current openings and could leave their name and address to request an application form. This still required mailing of application forms and handling of paper applications.

Nationally, there was a call for accountability for negligent hiring. The Department of Education instituted mandatory FBI background checks for all licensed faculty. Other new, Regular employees had

a DCI criminal background check. This check did not reveal convictions in other states and a consistent set of guidelines for denying employment had not been established.

As the community colleges matured, there was a focus on developing future leaders. The Iowa State University Higher Education Department developed LINK, a program to develop female administrators. DMACC developed a Leadership Development program, a year-long program to train potential College leaders which included a capstone internship or project.

In the 1990s the Payroll function and Payroll employees were reassigned to the Human Resources Department from the Business Office. As the number of employees increased, this promoted better communication and efficiencies in processing hiring and paying employees.

In the late 1990s, it was determined that new full time faculty members needed a more extensive orientation to the College before the beginning of their first semester. A two-day orientation, scheduled before the start of the semester, was implemented. Initially, the main focus was on the logistics of working at DMACC with information about procedures, pay, benefits, and the College structure. An added benefit of the orientation was the opportunity for the new instructors to make connections with specific Human Resources personnel and with each other.

New state legislation required the development of a formal Affirmative Action plan. Analysis of the demographics of the College's employees by campus and EEO category and analysis of the relevant labor markets were completed for the first time. Based on this information, underrepresented populations were identified and hiring goals were developed. In compliance with state law; the Affirmative Action plan has been updated biannually since.

New state and federal regulations have increased the types of employee training and other resources required. First, employees who might have exposure to blood or other potentially infectious materials were required to have annual training on Blood borne Pathogens. Employees in this category are offered Hepatitis B vaccinations. If they are exposed to blood or other potentially infectious materials, HIV testing is available. The federal Department of Transportation implemented a drug and alcohol testing program for all employees possessing commercial driver's licenses and driving certain classes of trucks and busses. For employees in these categories this required implementation of pre-employment, random, reasonable suspicion, and post-accident drug and alcohol testing. Both of these regulations increased staff time required for recordkeeping and training.

In 1995, the College implemented an integrated management computing system, Banner. Implementation of the computing system required a year-long review and evaluation of processes College wide. Converting to the new system required large amounts of staff time to convert data to the new system and train employees on its use.

2000s

The first decade of the 21st Century brought about many changes in Human Resources. The HR Department was responsible for all personnel functions, benefits, payroll and professional development. Changes in regulatory oversight and rapid advances in technology required and made possible many of the changes. Growth of the College, in number of campuses, staff, and students, also made change necessary.

Around 2000, openings for Regular positions with benefits began to be listed on the college web site. Applicants could print the application form from the web site and fill it out. Eventually they could type on the form, online, but still had to print the form to submit it. This began to reduce the cost and staff time required to mail application forms. Gradually, adjunct and part-time positions were also posted on the college web site. More and more, applicants relied on the internet to learn about openings rather than relying on print media.

All new employees, Regular or part-time, had a criminal records history check before employment was finalized, and those who had lived outside of Iowa had a national criminal records check. The College attorneys assisted in developing guidelines for when employment might or might not be permitted. With advances in technology, Social Security number checks and Sex Offender Registry checks became required for all new employees also.

Beginning in the mid-2000s, all new employees were required to complete an on-line training on Prevention of Sexual Harassment.

In 2003, the Human Resources Department was moved to a more secure and confidential area in Building 1. The enclosed area with private offices provided a confidential area for employees to visit with HR staff. Increased concerns about employee privacy and identity theft also changed work practices in terms of document and records security.

Interest Based Bargaining began in 2002 with Executive Director, Sandy Tryon. Training was held with HEA, ESA and administration in the summer of 2002 and continued any time the negotiations teams had new members. Several multiyear agreements were negotiated and no mediation or arbitrations have occurred since that time. DMACC is very proud of the positive relationships and collaboration with faculty, support staff and the human resources negotiations teams.

In 2002, the Iowa Department of Education ceased to monitor the qualifications of higher education faculty in the state. Instead all four-year and two-year institutions of higher education were required to create a Quality Faculty Plan to guarantee inclusion and adherence to Iowa Administrative Code provisions. The provisions included providing orientation of new faculty, continuing professional development for faculty, procedures for record keeping and documentation of on-going professional development, procedures for collection and maintenance of records demonstrating faculty qualifications and knowledge in their subject or technical areas, and compliance with faculty standards required by all accrediting agencies.

With the elimination of state requirements for community college teacher licensure, the College introduced a two-year orientation and mentoring program for new, full-time faculty.

In 2003, DMACC Leadership Development Program was designed to give faculty an opportunity to gain administrative experience. Nominations were submitted for the three year program. The first year required participation in the ISU LINK program. The following two years were comprised of College-developed training sessions.

In 2004, Supervisory Excellence Training was established by HR for all new supervisors and has continued each year for new supervisors.

In 2006, a Compliance Coordinator position was added to the department. This position was responsible for oversight of several federal requirements, including the Fair Labor Standards Act, I-9's, the Blood borne Pathogens Exposure Control Plan and training, Right to Know training, required annual compliance announcements, sexual harassment training and monitoring the background check process for new employees. The position was responsible for implementing the PeopleAdmin electronic application system, screening applications for Regular positions for required minimum qualifications and completing Affirmative Action reviews. Since 2002, the department has averaged 5,500 to 6,000 applications a year.

In the early 2000s, the Information Solutions Department worked on developing an online application system, in-house, but the technical requirements for such a system are very complicated. In 2007, DMACC purchased PeopleAdmin, an electronic application system, which was customized to the College's needs and designed to appear seamless with the rest of the College's web presence. All open positions were listed and all applications for Regular positions were required to be completed online and submitted electronically. Over time, the use of the electronic system was extended to applicants for adjunct faculty and other part-time, temporary positions.

The advantages of the online system were many. Applicants could save and edit their application for use in applying for multiple positions. Mailing of applications was eliminated, resulting in a cost savings for the College and the applicants. An electronic time stamp made it clear exactly when an application was received. Screening materials and logs were able to be produced with less clerical support. Supervisors and screening committees could review applications online. This eliminated the need to send paper applications to the supervisor and the need to either route applications to screening committee members or to make multiple copies.

An annual review of Human Resources Procedures was implemented. Previously, procedures were reviewed on an irregular basis. This annual review assured that procedures were consistent with changes in Federal and State laws and regulations and with negotiated changes in collective bargaining agreements. The Board of Directors also implemented a regular schedule for review and updating of Board Policies. With the increased use of the College's web site, printed copies of procedures and policies were no longer distributed but were maintained on the web site.

In the 2000s, complaints filed with the Iowa Civil Rights Commission and the EEOC increased. Although the complaints were unfounded, it required considerable investment of staff time for responses and resolution.

The Department of Labor continued to refine and clarify the Fair Labor Standards Act rules for employee eligibility for overtime. Position responsibilities were reviewed to determine whether or not employees in those positions are eligible for overtime pay.

With advances in technology, many manual processes in Payroll were able to be eliminated. Most common types of employee leave requests were entered on line, eliminating paper forms. All employee time sheets were converted to online time reporting eliminating submission of paper time sheets and much data entry on the part of the Payroll staff.

Payroll LEAN process was implemented in 2008. The process provided a reduction of paper timesheets by 80 percent, increased electronic forms, bettered communication to employees and created a more streamlined hiring process for temps, adjuncts, and student employees.

DMACC won The Greater Des Moines Diversity Award in 2008. An abundance of diversity efforts over many years contributed to the award.

2010s

In the current decade, there have been additional responsibilities added to the Human Resources department and additional technology refinements.

An upgrade to a current position created a Human Resources Specialist position. As other compliance responsibilities have increased, this position has assumed screening applications for Regular positions for minimum qualifications. Beginning in 2013, the Compliance Coordinator became responsible for monitoring compliance with the Affordable Care Act (ACA). The ACA added many hours of work developing systems and monitoring employee hours to comply with the new regulations.

The office of the Associate Executive Director of Human Resources chairs a Teaching and Learning Committee consisting of faculty and administrators in order to seek input and coordinate a variety of professional growth events throughout the year. The events include two faculty professional development days at the start of each semester, two President's days in the middle of each semester, and additional workshops, seminars and off-campus learning opportunities that faculty are encouraged to attend. Faculty can earn teaching improvement units (TI's) for attending these sessions. New faculty are required to obtain 96 TI's in their first 3 years of employment and 100 TI's in subsequent 5-year blocks of time. Faculty are asked to record all TI's through an electronic system designed internally. Data on individual faculty members is accessible on line to both the employee and his/her supervisor(s). In 2015, the Teaching and Learning Committee recommended a new Director, Teaching and Learning position be created to assist the Associate Executive Director of HR in developing and delivering professional development opportunities for regular and adjunct faculty. The position places a full time faculty member in the position on special assignment.

Orientation and training for new faculty has increased. All new faculty members are paired with a veteran faculty member acting as a mentor. New hires are provided seven days of training spread over a year—four days that focus on availability of resources at DMACC and the teaching competencies and three days with their mentors focused on reflective dialogue and implementation of training.

In 2015, DMACC was notified that higher education institutions that are accredited through the Higher Learning Commission would be expected to verify that all Arts and Science Instructors had a minimum of 18 graduate-level credits in their field of study. The State of Iowa guidelines currently require 12 graduate credits. In 2015, all Regular and adjunct Arts and Science instructor credentials were audited to identify instructors who did and did not meet the increased credit requirements of the Higher Learning Commission. Instructors not meeting the guidelines were notified and given a deadline for obtaining the additional credits if they wished to continue teaching. All records of graduation course completion are verified with official transcripts stored in individual personnel files in Human Resources.

Complaints continued to be filed with the Iowa Civil Rights Commission and the EEOC both by applicants and current and former employees. Previous and continuing training of supervisors and employees in

areas such as appropriate disciplinary processes and documentation of hiring processes have assisted the College in successfully defending against these complaints.

The Payroll office reduced paperwork and paperwork processing in several ways. Payroll statements for each pay period are no longer printed. Employees may access their pay stub through the secure employee web site. All employees are required to be paid through direct deposit to their bank or credit union. A very small number of employees who can verify that they are unable to establish a bank account pick up their paycheck in the Payroll office. Employees are able to print their W-2 statements directly from the employee web site. This allows employees to receive their tax documents earlier and reduces the number of W-2s printed and mailed.

All adjunct instructor personnel files were scanned and stored in the administrative computing system. Approximately 2,000 files and three file cabinets were eliminated. This increased security of the data and reduced filing time and file space required. Human Resources staff can now access adjunct instructor files from their desk tops.

DMACC implemented an electronic enrollment system for employee benefits. DMACC was the first community college in the state to do so.

The Affordable Care Act impacted health care and work hours for employees among other significant changes. Implementing the provisions over the years and preparing for future provisions as the dates approach have taken a tremendous amount of staff time to implement.

Human Resources Leadership

1. Connie Allen, Benefits Officer
2. Wilford Van Mayr, Director, Human Resources
3. Harold Gamm, Manager, Human Resources
4. Del Shepard, Manager, Human Resources
5. Eugene Bolt, Manager, Human Resources
6. Dr. Michael Hupher, Vice President, Human Resources
7. Dr. Sandy Tryon, Executive Director, Human Resources

APPENDIX A

AREA XI SALARY GUIDELINES Adopted by the Area XI Board on January 23, 1967

Part Time Instruction Hourly Rates

\$4.50 Adult Education

\$5.50 Business Education

\$7.00 Skilled Trades

\$8.00 Technical

Contracted Faculty (12 month)

Practical Nursing (\$6,000 – \$10,500)

Distributive Education (\$7,000 - \$10,500)

Office Occupations (\$7,000 to \$11,000)

Home Economics (\$7,500 - \$\$11,500)

Engineering (\$8,000 - \$12,500)

*It is estimated that the economic value of \$1 in 1967 would be approximately \$7 - \$8 in 2013

Created August 2015 in celebration of DMACC's 50th Anniversary.