

## **Guidelines for Interpreting and Scoring Benchmark**

**11.1:** *Human resource programs are professionally staffed at the appropriate level (i.e. central office, school office) and ensure full compliance with human resource policies.*

### **I. What does this benchmark indicate for school performance?**

Benchmark 11.1 is about the staffing of the human resource functions at the appropriate level in the central office and at the school level. Appropriately trained human resources personnel ensure that human resource policies are effectively carried out in a spirit of justice and fairness. The most significant investment and resource in a school is personnel so it is essential that human resources staff be professional and recruit and retain the best faculty and staff possible. Where a central office exists, diocesan-wide policies and procedures can be developed and promulgated using expertise not available at the school level.

### **II. As a review team member, what evidence do I look for?**

These are some questions which will help to frame this item:

- What is the background and credentials of the human resources staff at the central office? Do these colleagues have professional certifications, such as from SHRM? What are the criteria for selection of human resources staff?
- Does human resources staff at the CSO have access to contemporary management tools to support required HR functions?
- Are staffs at the CSO knowledgeable about human resource policies?
- Does staff at the school level have appropriate information regarding human resource policies and ways to receive just-in-time and ongoing information?
- How are new employees oriented about the specific mission and policies?
- Are staffing levels appropriate to the number of schools under the jurisdiction of the Catholic Schools Office?
- Is compliance with HR policies included as one of the factors in performance evaluations for school leaders?

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### III. What are the key differences between the levels of the rubric?

#### At level **3-Fully Meets Benchmark**,

there are professional staffs, which are consulted or have been hired, who ascertain and insure the implementation of policies. All programs are professionally staffed based on required credentials, and training is offered for all program staff. Policies exist and are complied with and regularly updated or communicated.

#### At level **4-Exceeds Benchmark**,

there are clear definitive policies that are clearly communicated online and updates are regular and shared with all employees. These policies extend to paid and volunteer staff. There is semi-annual training for school-based administrators and staff. And there is widespread awareness of the rationale for effective human resources policies that are consistent with the mission and vision of the Catholic schools at all levels of the school community, including, board members, administrators, leadership team, staff and other supporting stakeholder groups, such as parent organizations etc.

#### At level **2-Partially Meets Benchmark**,

Policies exist but are not fully complied with due to a lack of staffing and training. The training is infrequent and not universal and the communication regarding human resource policies is limited and not effective. Overall the infrastructure does not support compliance with the human resource policies.

#### At level **1-Does Not Meet Benchmark**,

A knowledge or understanding of human resource policies is absent due to lack of communication, staff lacking professional expertise or they do not exist. Usually policies are not formally formed, written and accessible in print and online. Often there is inadequate staffing, locally or at the diocesan level, for the size and scope of the school's human resource needs.

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### **IV. What are some key suggestions for improvement?**

#### **To move from level 1 to level 2,**

- Develop and publicize policies.
- Train personnel.

#### **To move from level 2 to level 3,**

- Develop, regularly review and update policies.
- Routinely train personnel.
- Use a variety of strategies to communicate with constituents.

#### **To move from level 3 to 4,**

- Ensure certification of HR personnel staff according to industry standards.
- Conduct bi-annual employee satisfaction surveys and share results.

### **V. What are key terms for common understanding? (Refer to NSBECS Glossary for terms listed below.)**

Human resource programs

Human resource policies

SHRM – Society for Human Resource Management [www.shrm.org](http://www.shrm.org)

## Guidelines for Interpreting and Scoring Benchmarks

**11.2:** *Human resource policies delineate standards for position descriptions including staff responsibilities and qualifications, hiring, compensation, benefits, as well as standards for professional development, accountability, succession planning and retirement.*

### **I. What does this benchmark indicate for school performance?**

Benchmark 11.2 is about ensuring that Catholic Schools are well managed from the perspective of human resource functions. This benchmark addresses the major human resource functions that are essential to any well-functioning organization. The ability to effectively recruit, hire, train, retain, evaluate employees relates directly to the overall health and success of the school. The quality of the compensation and benefits affects the ability to recruit and retain appropriate personnel and should be just and competitive within the local market. Committing resources to ongoing professional development communicates that faculty and staff are valued and that they are lifelong learners. There are standards for accountability for all staff and these standards ensure that obligations are met. Addressing succession and retirement planning acknowledges the reality of employee career stages and the implications for the school as well as the individual employees.

### **II. As a review team member, what evidence do I look for?**

These are some questions which will help to frame this item:

- Are human resource policies clearly written and do they address the standards for position descriptions, recruitment and selection processes and performance evaluations?
- Are job descriptions clearly written, accessible and updated regularly? Do all job descriptions comply with legal requirements?
- Do salary scales identify skills, market factors, longevity, performance and other factors?
- Are benefit packages customary for the school community and are they benchmarked regularly to ensure currency?
- Is ongoing professional development seen as an expectation and are resources available to support individual and team development?
- Are mentoring and leadership development programs supported and related to succession planning?
- Are pre-retirement planning sessions available?

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### **III. What are the key differences between the levels of the rubric?**

#### **At level 3-Fully Meets Benchmark,**

the policies are established and available to the staff. Training is provided for all managers engaged in hiring and salary scales are published and regularly reviewed. Professional development resources are available and expectations for ongoing professional development are clearly understood.

#### **At level 4-Exceeds Benchmark,**

contemporary, web-based tools to support recruitment and hiring practices are available and used regularly. There is a performance management system in place and individual goals are linked to the organization's goals and staff evaluations. H. R professionals conduct compensation studies biannually and benefit packages are negotiated regularly for the school and these packages leverage the benefits of size and scale. There is school community wide commitment to share professional development goals supported by the central diocesan office. The Catholic Schools Office provides leadership in obtaining and resourcing technology solutions to support recruitment, evaluation, etc.

#### **At level 2-Partially Meets Benchmark,**

policies are available but they are not reviewed and consequently are not routinely updated. There is a performance appraisal process yet it is limited, not continuous and not effective. Variability in recruiting, hiring, and evaluating staff continues to exist. The effectiveness of the program seems to depend on the effectiveness of the local administrator, given the lack of policy and direction at the institutional level.

#### **At level 1-Does Not Meet Benchmark,**

overall, human resource policies are not available to the full community either because they do not exist or if they exist are not communicated. Salary scales do not exist or if they do they are outdated and are not benchmarked. There are very limited benefits packages and information is not readily available. Financial planning and budgeting does not account for professional development. Hiring policies and practices do not generate sufficient or adequate numbers of qualified candidates.

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### IV. What are some key suggestions for improvement?

#### **To move from level 1 to level 2,**

- Establish policies or adopt and implement policies that do exist and share with constituents.
- Determine priorities for policy improvements and develop a plan for going forward.

#### **To move from level 2 to level 3,**

- Implement and improve the rigor and commitment of all stakeholders to the performance appraisal process.
- Publish salary scales for the appropriate stakeholders and the scheduled review process, as well as the benchmarks to be employed.
- Develop a strategy and commitment to ongoing professional development that aligns with the strategic goals and is recognized in the budgeting process.

#### **To move from level 3 to 4,**

- Expand awareness of organizational commitment to excellence and growth for all staff and the necessary ongoing professional development.
- Maximize the benefits of cooperative agreements for the acquisition of benefits and other services, particularly in areas such as technology, management systems and recruitment.
- Share information regarding standards for accountability and ensure that these standards are well understood.

### V. What are key terms for common understanding? (Refer to NSBECS Glossary for terms listed below.)

Compensation  
Professional development

## Guidelines for Interpreting and Scoring Benchmarks

**11.3:** *Human resource policies ensure that competitive and just salaries, benefits, and professional growth opportunities are provided for all staff.*

### **I. What does this benchmark indicate for school performance?**

Benchmark 11.3 is about ensuring that the best faculty and staff are hired and retained by the school and provided appropriate, competitive and just wages and benefits and ongoing professional development. Schools that are able to provide appropriate salary and benefits packages are likely to have fewer turnovers of employees and these employees experience greater job satisfaction. While salary alone does not determine employee satisfaction and retention, fair compensation does impact morale. Schools require faculty and staff who can provide an excellent education. This requires that faculty remain current in their discipline and acquire new skills to effectively use technology and other resources as well as classroom management and student development strategies for today's learners. A school that invests in the professional development of its faculty and staff demonstrates its commitment to lifelong learning and excellence.

### **II. As a review team member, what evidence do I look for?**

These are some questions which will help to frame this item:

- Are salary scales and salary information clearly prepared, written and posted for appropriate review?
- Does the salary scale construction process benchmark and address the requirements and accountability standards for position?
- Do salary scales identify skills, market factors, longevity, performance and other factors?
- Are benefit packages prepared and documented with appropriate materials on line and in print to inform and direct all employees? (Review these materials for accessibility, comprehension and market status as well as acceptance.)
- Are the benefits packages benchmarked with reputable sources?

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**11.3:** *Human resource policies ensure that competitive and just salaries, benefits, and professional growth opportunities are provided for all staff.*

- Does the benchmarking occur yearly?
- Is professional development scheduled, attended and evaluated by all staff in the school?
- Are there clear documented examples of outcomes associated with all professional development planning?
- Does each individual include professional development as integral to their individual growth plan and view this as a resource and expectation?
- Are resources available to support individual and team growth in multiple areas related to school mission and vision?
- Are the social justice teachings of the Church reflected in all salary scales, professional development and benefits?
- Is there mentoring provided for ongoing career and leadership development which is supported and related to succession planning at all levels, not simply the leadership?
- What is the availability of workshops and sessions on retirement planning? Are they available at least twice yearly?

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### III. What are the key differences between the levels of the rubric?

#### At level **3-Fully Meets Benchmark,**

compensation policies are developed and salary scales are benchmarked to known selected competitors. There is a biannual review of all salary scales with recommendations for changes. A variety of benefits packages are available to employees and include health, vision, dental, life insurance and retirement contributions. Professional development funds are available to support degree completion and ongoing professional development training.

#### At level **4-Exceeds Benchmark,**

compensation and benefits packages exceed local competitors, in presentation, review and competitiveness. Employees are incentivized to engage in meaningful professional development that supports the strategic goals of the school. Systematic training is provided on new technologies and other management protocols. Retirement planning sessions and resources are regularly available to all employees and evaluated by the staff. Benefits packages and HR policies reward healthy lifestyles and employee contributions to retirement.

#### At level **2-Partially Meets Benchmark,**

salary scales are developed but not regularly benchmarked with appropriate entities. Also these scales are not widely shared. Benefits packages are not competitive with the local market and are not wholly understood by staff. Policies on professional development are unclear and institutional support is limited. Training to support new initiatives and technologies is limited.

#### At level **1-Does Not Meet Benchmark,**

benefits are limited and in some areas not offered to all employees, with discrepancies regarding policies. Salary scale is not competitive with the local market. Professional development is not encouraged.

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### IV. What are some key suggestions for improvement?

#### To move from level 1 to level 2,

- Offer benefit packages to all employees.
- Provide information and access regarding benefit packages.
- Ensure a salary scale that is benchmarked to the local market.
- Create a climate of support for professional development and growth for all staff.

#### To move from level 2 to level 3,

- Review and benchmark salary scale to local and/or other professionals' salary scale standards (regional, national) biannually.
- Review all benefits packages biannually and develop a plan to improve attractiveness of benefits.
- Clarify institutional commitment to professional development. Include intentional budgeting in the financial planning.
- Develop a training plan that addresses institution-wide training and development needs as well as individual professional development.

#### To move from level 3 to 4,

- Review current benefit packages and revise to increase attractiveness and competitiveness with other educational and comparable professions.
- Develop a strategic plan for professional development that aligns individual goals with institutional strategic priorities. Include in the regular budget.
- Establish the role of the administrators and leaders in creating a culture of excellence supported by ongoing professional development.
- Provide opportunities for health and wellness and financial planning education for all employees
- Build a culture of expectation regarding excellence and healthy life styles.

### V. What are key terms for common understanding? (Refer to NSBECS Glossary for terms listed below.)

## **Guidelines for Interpreting and Scoring Benchmarks**

**11.4:** *Human resources policies ensure that institutional planning includes investment in personnel growth, health care and retirement.*

### **I. What does this benchmark indicate for school performance?**

Benchmark 11.4 is focused on school and diocesan policies that direct decision makers to focus on personnel issues when designing and adopting institutional level plans. School wide plans (long and short term) should include clearly delineated investment strategies for personnel growth, health care and retirement for all employees.

### **II. As a review team member, what evidence do I look for?**

The Board, the leadership team and outside reviewers should seek out the following:

- Are there planning documents, which include sections on personnel?
- Do documents specifically delineate plans for succession planning and personnel growth, both capacity building for current staff and expansion plans for new staff?
- Is health care addressed with clear options that reflect principals of catholic social justice and the need for insurance options for all?
- What is the retirement policy? How is the long-term support of the plan explained?
- Do the documents indicate how these plans will be funded and supported?
- If this information exists is it widely shared?

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**11.4:** *Human resources policies ensure that institutional planning includes investment in personnel growth, health care and retirement.*

### III. What are the key differences between the levels of the rubric?

#### At level **3-Fully meets Benchmark,**

policy, planning and budget documents demonstrate the policies, intentional plans and budget allocations to support the capacity enhancement of current staff, with professional development, and the possible expansion of staff for growth as well as clear policies and guidelines for health care benefits and retirement benefits as well as costs associated with those benefits.

#### At level **4-Exceeds Benchmark,**

based on the policies, the budget allocations and health programming is integrated and clearly part of the salary and benefits package provided as total compensation for all employees. There is review of these packages and benchmarked data regarding health care plans, health and life insurance programs and retirement options are collected from benchmarked entities and used to evaluate the plans and inform adjustments when necessary. This information is freely shared with all employees.

#### At level **2-Partially Meets Benchmark,**

there is evidence of human resource policies at either the diocesan or school level. The policies apply to only one or two of the areas cited and are not fully budgeted or supported with staff for adoption and implementation.

#### At level **1-Does Not Meet Benchmark,**

There are no HR policies at either the diocesan or school levels related to these wellness areas (personnel growth, health care and retirement). If there are policies they have not been adopted or implemented.

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**11.4:** *Human resources policies ensure that institutional planning includes investment in personnel growth, health care and retirement.*

### IV. What are some key suggestions for improvement?

#### To move from level 1 to level 2,

- Develop human resource policies for personnel, including growth and expansion, health plans and programming and retirement at school level.
- Adapt and adopt for the school diocesan policies (if diocesan policies do exist) and begin implementing.

#### To move from level 2 to level 3,

- Fully adopt policies that exist at either the diocesan or school level.
- Assure the successful implementation by securing the budget lines to fund the programs.
- Staff to administer, maintain database and evaluate the program.

#### To move from level 3 to 4,

- Develop compensation packages for all levels of employees.
- Share all professional development options for all staff.
- Compare and evaluate all practices in these areas, with other school systems, Catholic schools, other dioceses or comparable non-profit organizations.
- Share information with all employees, highlighting the full cost of staff compensation packages and the total percentage of school's cost associated with packages.
- Retirement options should be carefully delineated to include definitions and explanations of such things as, but not limited to: retirement funding (401K or 403 B etc.) pensions, early retirement, severance pay, investment funding, and other terms.

### V. What are key terms for common understanding? (Refer to NSBECS Glossary for terms listed below.)

Human resources programs  
Human resource policies  
Health care programs – market definitions  
Retirement plan  
Personnel growth