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