

Category 5 – Faculty and Staff Focus

5.1 Work Systems

a. Organization and Management of Work

5.1a(1) The College's work system is organized around the Student Learning System (SLS) and seven Level 1 processes that further augment the interconnected and dynamic nature of work supporting the College's primary purpose of teaching and learning (Figure 5.1-1) and its goal to maximize student and stakeholder success. Each Level 1 process has interconnected Level 2 processes (Figures 6.1-1 and 6.2-2). The College's organizational and committee structures are continuously reviewed. Whenever processes are improved or a vacancy occurs, the College reviews organizational and position structures to ensure they are still focused on priority needs in the most effective manner.



Figure 5.1-1 – Student Learning System (SLS)

5.1a(2) The nature of the Organizational Leadership and Shared Governance System described in Figure 1.1-1 and its inclusiveness of diverse people, both internal and external, capitalizes on the innovative ideas of the communities served. For example, College committees (ongoing and short-term) and search teams include student, faculty, staff, partner, and community representation.

5.1a(3) RCTC uses several communications and skill-sharing approaches. One is to encourage ongoing team, program, or departmental meetings. Other methods are identified in Figure P.1-5 and 4.2b.

b. Faculty and Staff Performance Management System

MnSCU requires that an annual performance evaluation is conducted for all employees. The systems are designed to be constructive to build on discovered strengths, assuring satisfactory performance, and promoting professional fulfillment and growth to improve teaching and learning effectiveness. When an evaluation results in concerns, the employee may be placed on off-cycle review and evaluated on an accelerated schedule. If improvement is not observed, disciplinary action is possible. Faculty and administrators work cooperatively to complete the faculty evaluation

process, comprised of several components including classroom observation, student evaluations, syllabus review, and professional development planning (PDP). There is a systematic approach to modification of the faculty evaluation procedures including automatic review at the end of every third year. A joint faculty and administration committee conducts this review (next scheduled in 2007).

A procedure is also in place for annual evaluation of administrators and staff. For several years, RCTC has used a 360-degree process for administrators, and in 2005, it was incorporated for staff. The supervisor and employee jointly identify 10-50 persons to provide input by completing an anonymous on-line survey targeting internal and external constituencies. Administrators and supervisors are also evaluated on their affirmative action/diversity efforts and on the timeliness of performance evaluations for their direct reports. Other components of the procedure are review of the position description to ensure it accurately reflects responsibilities, priorities, and delegation levels; completion of an employee self-assessment; and joint development of an individual development plan. The development plan includes activities to improve performance in the current position and those related to the employee's long term career goals. Benefits to the individual, department and College are considered and needs are prioritized. When the process is complete, the Performance Review, Individual Development Plan, and Position Description (if revised) are submitted to the HR Office for inclusion in the employee's official personnel file. The employee and supervisor also receive copies. The College desires to incorporate a competency assessment and an ongoing performance management system, and will pursue options as a part of the HR Planning AQIP Project.

Compensation. Compensation is negotiated with the unions and is administered by the HR Office. Initial faculty compensation includes column placement (based on the education level and/or number of credits in their discipline); and step placement (based on years of teaching/related experience). Column placement may be re-evaluated as a faculty member completes additional degrees and/or credits, and step advancement occurs as negotiated. Staff positions are assigned to a bargaining unit, and then to a job classification recognizing the kind of work and the levels of knowledge, problem-solving and accountability required (using the Hay methodology). A position's classification assignment may recognize specialized duties or generalist responsibilities providing broad services to students and stakeholders. The job classification is assigned through a non-negotiable management process. The minimum and maximum of each salary range, and progression within the range are negotiated in contracts; however, there is flexibility in where an employee is placed within the range based on qualifications. Satisfactory performance is considered when granting progression increases.

Reward and Recognition. Several recognition approaches are in use, and a college-wide employee recognition sub-committee supports ongoing efforts. Some bargaining agreements provide for monetary merit awards for outstanding performance or outstanding completion of a special project by an individual or a work team. A College

policy outlines the annual nomination process and eligibility criteria, with awards determined by the College cabinet. A Faculty Awards of Excellence process was negotiated recently allowing payments of up to \$5,000 for completion of an innovative process, program, or activity – all of which must support improved teaching and learning. Faculty submit a proposal outlining their project and budget, if any, using a template that ensures their proposal addresses the criteria. Awards are made by a committee of administrators and faculty. The President has final approval when the committee is split on a specific award. The President sends a personalized letter recognizing the achievement to each employee receiving either of these types of awards.

Non-monetary awards include the annual RCTC Teacher of the Year program sponsored by Phi Theta Kappa (PTK); selection of faculty with exemplary service to attend the annual NISOD Conference; and various forms of recognition implemented by Cabinet, the HR Committee, and/or Employee Recognition Sub-committee. The College has established the “Best Bee (or Team) of the Month Award” given in recognition of committee work, community service, individual achievements, support for diversity, or demonstrated expertise in their field. Individuals recognized receive a special parking space, and teams receive a pizza party. Awards are publicized through the College Crossings, the recognition web site, and at staff development days. The President’s “State of the College” address at staff development events also highlights external awards received, or letters of appreciation received from students, parents, or other stakeholders. RCTC has allocated \$10,000 for FY07 to pay registration/travel expenses for faculty/staff making a national or regional conference presentation. Annually, length of service is recognized at fall staff development days with a certificate and a gift, and retirees are recognized with a gift at an annual retiree reception. Additional reward/recognition mechanisms will be pursued to improve staff morale and retention in the HR planning process.

c. Hiring and Career Progression

5.1c(1) RCTC takes pride in having comprehensive search processes in place so that hires are the result of careful screening and selection. When a vacancy exists, RCTC assesses organizational options, and considers the College’s strategic directions, goals, and values to ensure the use of human resources in the most effective manner. The knowledge, skills, and characteristics needed are reviewed and changes in the position are addressed. A major aspect of the HR plan is to position the College to secure the right person for the right job at the right time. It is critical to determine the core knowledge, skills, and competencies desired in current/future employees to ensure hires have what it takes to support RCTC’s values and culture.

5.1c(2) Search teams include faculty and staff who are knowledgeable about the position, and representatives from diverse constituencies. Exceptions to the search process are few and criteria exist to evaluate exceptions. Appointments to search teams are made by the President, and all members are oriented to the process. We recruit through a variety of publications and websites. Search teams review all

applicants against screening criteria reflecting the required and preferred qualifications and characteristics. Structured interview questions enable candidates to identify the knowledge and attributes they may bring to the College. Interview questions are used to “screen in” candidates with skills or an interest in areas that the College is cultivating. We incorporated “ability or willingness to develop online coursework and use technology in the classroom” as a preferred qualification in response to the College’s strategic intent to grow its market share in the online learning market and increase the effective use of technology. Questions on how the candidates would support and build upon RCTC’s continuous improvement and diversity initiatives are also routinely included. Competency demonstrations are a routine part of the search process. Faculty candidates provide a teaching demonstration, and staff candidates take software proficiency or other skills tests.

RCTC has an active Affirmative Action/Diversity Sub-committee. This group updates the College affirmative action/diversity plan on a biennial basis. Specific hiring goals and program objectives are established and specific responsibilities are assigned to ensure that these principles are incorporated into daily life at the College and to move the program forward. Grants have been secured in partnership with the Rochester Area Diversity Council in the past two years to enhance understanding and tolerance of different ideas and perspectives. Grants funded several development programs on anti-racism, white privilege, diversity, “dialogue,” and basic workplace civility. In partnership with three other MnSCU colleges, we hired a diversity trainer/investigator to enhance development efforts and improve the timeliness and effectiveness of investigations into discrimination/harassment complaints.

5.1c(3) On average, faculty and staff have eight or more years of service at RCTC; however, approximately fifty percent of RCTC’s employees will reach retirement age in the next decade. As a result, retention and succession planning are key components of the draft HR Plan to strategically address the anticipated retirements, taking into consideration the current workforce, anticipated separations, and future College needs to remain a viable and growing organization. New methods of gathering and reporting data will be used, such as new hire and exiting employee surveys to supplement the current faculty/staff satisfaction survey. This data is intended to answer why employees come, stay, and leave. An assessment of the data and information will identify gaps between the current workforce and future needs to inform and focus the development of professional development, retention, and succession strategies.

In response to succession planning and leadership development needs, RCTC created a new program in the fall of 2004 called “Leadership RCTC” to develop emerging leaders at all levels in a comprehensive framework that recognizes the College’s role in the community and its strategic vision as a teaching and learning organization. The program is self-directed by a committee of Leadership RCTC graduates. RCTC also supports and participates in the “MnSCU Luoma Academy,” launched in 2004 as a comprehensive program for top leadership development at the President, Vice President, Dean, and Office Director

level. RCTC has also participated for several years in “Leadership Greater Rochester” – a leadership development program sponsored by the local chamber of commerce. Approximately 30 RCTC employees have participated in these leadership programs each year. New supervisors attend the “MnSCU Supervisory Core” training program to orient them to supervisory concepts and MnSCU-specific processes and practices. In addition, the HR office offers training sessions to update the skills of current supervisors. Seasoned mentors were also assigned to the three new administrators hired in 2004, and the Dean hired in 2006.

To maximize career progression, current employees are encouraged to apply for available vacancies within the College and to include long-term career goals in their development plan. Employees whose positions have grown through a natural evolution can also have their job classification reviewed to determine if promotion is appropriate.

The minimum qualifications for liberal education faculty differ from those of career and technical education faculty. Liberal education faculty must have a Master’s degree in their discipline or a Master’s degree with a minimum of 24 graduate quarter credits in the discipline. Career and technical education faculty are licensed, with most license fields requiring 8,000 hours of occupational experience directly related to the field. Education and teaching experience may substitute for some of the experience. Credential fields like LPN, EMT/Paramedic, and Building Utilities Mechanic also require licensure or certification by the State or a national professional organization.

A new MnSCU Faculty Credentialing Policy will go into effect on July 1, 2006. The College administration has provided substantial input and a faculty member participated in a system-wide joint labor/management process resulting in the new policy. Under the new policy, licensure and license renewal for career and technical faculty will be discontinued. Renewal requirements will be replaced by a professional development planning process, applicable to both liberal education and career and technical education faculty. Four teacher education courses will now be required of all probationary faculty in both liberal education and career and technical fields. MnSCU will continue to review credentials for all probationary faculty. Two labor intensive paper-based processes will be replaced by an online system for credential submission. The college will review credentials of all temporary and adjunct faculty (measured against the same minimum qualifications as probationary faculty). To provide a structure for local credential review, a college committee is developing a policy that will be approved through the shared governance process. The committee will also re-design the professional development planning (PDP) process to ensure that all faculty members maintain currency in their field.

5.2 Faculty and Staff Learning and Motivation

a. Faculty & Staff Education, Training & Development

5.2a(1,2) Development activities focused on leadership and succession were addressed in section 5.1c(3).

Development starts at the time of hire through New Employee Orientation, a day-long activity each semester. Orientation will be converted to an “onboarding” program including supervisory and HR checklists, mentoring, and periodic get-togethers. The College funds up to \$500 in development costs for each full-time faculty and staff member. The faculty funds are administered by a faculty committee that determines an equitable procedure for the distribution of funds, and HR administers the non-faculty funds. These funds are used to support individual development, the development needs of the departments, and the planned instructional or other priorities of the College. Development activities include workshops, external conferences, college courses, and other activities on or off-campus. Activities not fully supported by the \$500 allocation can be funded through department budgets.

There is also funding for college-wide development needs. A Staff Development Sub-committee with representatives from all employee groups plans four staff development days each academic year that address common training needs such as new or revised policies or processes; legal, regulatory, or accreditation issues; continuous improvement; diversity; health, wellness, or safety programs; workplace conflict reduction; etc. For example, an activity called the “Office Olympics” has been scheduled twice in partnership with a local office supply company. This series of fun and active events supports College efforts to enhance employee health and wellness and aligns with RCTC’s values of having fun and fostering teamwork. The College, in partnership with the Rochester Area Quality Council, has brought several Malcolm Baldrige National Quality Award recipients to the campus. Local law enforcement has presented on identity theft and personal safety. In April 2006, RCTC hosted a first-ever regional staff development day that brought faculty and staff from four MnSCU colleges together to leverage development funding, enhance networking with regional colleagues, and provide an opportunity for best practice sharing. Staff development days typically include an external keynote speaker; however, the committee makes extensive use of internal faculty and staff with expertise in various areas. A recent staff development event included 35 breakout sessions all offered by current faculty and staff.

Eligible faculty, staff, and dependents, based on contract provisions, may use tuition waiver provisions to further their education at two or four-year MnSCU institutions. Contract provisions vary, but 12 to 24 credits are available per year. The creation of professional development plans by all faculty and staff further supports and focuses these efforts. The HR Office implemented an annual calendar of training activities that are being offered at the College and in the local community to provide more sources of information regarding training. MnSCU maintains a similar annual calendar. During FY07, MnSCU will be funding a training registration and tracking system that will also be useful to employees in their development planning and to the College in tracking costs and systematically measuring the cost effectiveness and time devoted to these efforts.

Sabbatical leaves also support the development and career progression of faculty and administrators. These paid leaves

provide the opportunity to secure education, training, or experience to better prepare them to carry out their assignments, support their professional development, and meet the needs of the College. Leave may be granted for up to a full year with full or partial pay. Sabbatical leave applicants submit a plan meeting established conditions and go through an approval process set forth in the faculty contract and administrator a personnel plan. The employee completes a sabbatical abstract to report on the success of their plan upon return. A College report, indicating noteworthy sabbaticals, is also submitted to MnSCU once per year. Faculty internships in business and industry provide an opportunity to enhance their technical background, job knowledge, or teaching skills. A committee jointly appointed by the Shared Governance Council and the College President determines eligibility and allocates funding for these efforts. Faculty also share the success of their sabbatical, internship, developmental, or research activities with others through the UCR Faculty Lecture Series coordinated on campus each year.

To support future development of online programs, courses, and services, support is provided in the area of Educational Technology, staffed by three full-time positions. Educational Technology is a resource center for faculty and staff offering software support, design support, and diverse technology course offerings, including D2L (online course software). Staffing in educational technology has been assessed and this year, resources were added to enhance services and course offerings.

The assessment of student learning is another important goal. Training has been offered by the Assessment of Student Learning (ASL) Sub-Committee and the Center for Teaching and Learning (CTL) over a three year period. The CTL is a collaborative professional development effort to improve student learning through enhanced teaching effectiveness. The local CTL promotes and offers diverse learning opportunities in the areas of educational technology, active learning, critical thinking, assessment of student learning, sharing of best practices, and internships. In 2003, RCTC created and staffed an “Active Learning Advocate” position to support CTL, ASL, and other instructional priorities. This position evolved into a faculty development advocate in 2005-06 to focus and enhance faculty development efforts. This position is being evaluated along with a proposal to create a full-time faculty and staff development advocate, reporting to the HR office. This evaluation is proceeding in conjunction with the review of the HR plan to be finalized in the fall of 2006.

5.2a(3,4) After each staff development day and many other training activities, faculty and staff are invited to participate in an electronic survey to evaluate the activity and provide input as to future education and training topics they recommend. Additionally, item and categorical benchmarks are used to gauge the overall effectiveness and level of satisfaction with educational and training efforts (**Figure 5.2-1**). In 2005, MnSCU created a Staff and Leadership Development Steering Committee and added two full-time staff to support system needs. An online system-wide needs assessment survey was conducted. The results of the survey, and interviews with over 100 MnSCU leaders

formed the basis of a MnSCU Staff and Leadership Development Report and Action Plan outlining major system-wide development goals. Elements of the system plan will be incorporated into the development component of the RCTC HR Plan, along with other local strategies.

5.2a(5) Professional development activities balance individual needs against College goals and strategic directions. The development of professional development plans was a step in the process designed to align activities to College goals. Development of a competency and knowledge management models will be critical goals tied to succession planning efforts. Through the development planning process, employees specify how they will share information gained from development activities.

5.2a(6) In addition to the surveys previously addressed in 5.2a (3,4), a series of new indicators for measuring the effectiveness of training and development have been identified in the draft HR Plan and will be used to target improvement opportunities.

5.2b Motivation and Career Development

Career development opportunities were addressed in Section 5.2a. RCTC also uses a variety of methods to be flexible with staff and assist them in balancing life and work. For example, staff may request a flexible schedule with late or early start times; four ten-hour days, or other alternatives. The College has also recently developed a Telecommuting Policy that is going through the Shared Governance process for final approval. We also were able to successfully negotiate a unique supplement to our union contracts that turned two negotiated holidays into floating holidays. Employees may choose to work on the actual holiday or take another day in its place. These options are in wide use across campus and work well to meet employee needs and address staffing needs in a win-win manner.

Core Measure	Description	Figure
Employee Training and Recognition Benchmark	Categorical benchmark measuring faculty and staff satisfaction with training and recognition activities	At Site
Staff Development Day Ratings	Electronic survey evaluations of staff development day activities	7.4-11
Performance Management	Number and percentage of faculty and staff with documented evaluations per contracts and professional development plans	TBD
Participation in Education and Training Activities	Number of faculty and staff engaged in instructional technology courses and other training on campus	At Site

Figure 5.2-1 – Educational and Training Core Measures

5.3 Faculty and Staff Well-Being & Satisfaction

a. Work Environment

5.3a(1) RCTC has focused on wellness since a grant-funded program was established through the State Employee Health

Promotion Program in the early 1990s. The last year of grant funding was 1999, and the program is currently funded through College staff development funds. The purpose is to promote overall health of employees by offering activities and events relating to all the dimensions of wellness – physical, emotional, spiritual, occupational, intellectual, and social (Figure 5.3-1). RCTC also has a well-equipped fitness center, open to employees at no cost.

5.3a(2) RCTC has established a crisis management plan detailing policies, procedures, and steps covering a full range of disasters or campus. The plan will be updated to address recent pandemic issues. Annual fire and tornado drills are conducted. A full-time Campus Security Officer is supported by eight law enforcement student workers. In 2005, the College hired a Safety Officer to coordinate safety training, ergonomic needs, compliance with OSHA, and other safety processes. The Campus Security Officer and Safety Officer work collaboratively to update the Crisis Management Plan.

b. Faculty and Staff Support and Satisfaction

RCTC allocated \$25,000 to fund ergonomics to ensure workstations are not causing ergonomic injuries and to proactively prevent ergonomic problems. The Facilities Committee assists in monitoring health and safety issues and MnSCU has a Safety/Emergency Preparedness Director and staff who provide consultation and training.

5.3b(1) RCTC determines key workplace requirements through formal surveys and the shared governance process. The administration of the Campus Quality Survey (CQS) allows faculty and staff the opportunity to rate items as to their satisfaction with workplace issues, strategies, and environments. For example, the following are items with which most faculty and staff most agree:

1. The institution provides a safe, healthy and supportive work environment.
2. Staff morale is positive.
3. Leadership clearly communicates institutional goals, priorities and future directions.
4. Education and training fully support plans and needs.
5. There are a variety of ways for me to communicate my thoughts and participate in activities supporting institutional goals and initiatives.
6. Data and information needed to support my work processes is easily accessible.

5.3b(2) Benefit programs for the diverse employee groups are negotiated in collective bargaining agreements. Employees are eligible for standard and optional benefits depending on their bargaining unit and employment status. Benefits include generous health/dental/life insurance, holidays, personal/vacation leave, sick leave, paid/unpaid leave of absence, professional development and training, retirement, supplemental retirement, and tuition waiver. There is also a wide variety of optional benefits including tax deferral options, savings bonds, long-term care insurance, additional employee or spouse life insurance, and accidental death and dismemberment insurance.

Activity	Current Year Events	Participants
Fitness Challenges	Lifestyle Fix...2006 UCR Health Fair, Pilates classes, Office Olympics	35-100 employees per event
Health/wellness classes	AED Training	15-50 per class
Speakers, displays and videos	Sexual Assault Awareness, Mental health awareness, Methamphetamine, <i>The Buzz</i> monthly newsletter	10-200 per event
Stress Reduction	Weekly relaxation sessions, staff development stress management sessions	Drop in participants not tallied
Work-site Flu Shots	Annual	53 given in 1996, more than 200 in 2003
Nutrition (Healthy Eating)	Healthy Pot Luck	30 participants in 2003, 55 in 2004
Work-site Blood Donation	Monthly	Average 30-40 units per month

Figure 5.3-1 – Employee Health and Wellness Approaches

5.3b(3) RCTC conducts the CQS each year to determine faculty and staff requirements, levels of satisfaction, and factors influencing motivation. The CQS has been administered since 2000 and has informed strategic planning, continuous improvement, and accreditation activities. Categorical composites (Figure 5.3-2) can be compared to other institutional groupings.

5.3b(4) Findings from the CQS inform College strategic planning and goals, the HR Plan, and continuous improvement plans for the HR office. Findings led to the identification of HR Planning as one of RCTC’s AQIP “vital few” initiatives that aligns with the “maximize student and stakeholder strategic challenge.” Additional KPIs will be developed and used to inform leadership and process improvement, such as turnover statistics, new hire and exiting employee surveys, etc.

Core Measure	Figure
Overall Faculty and Staff Satisfaction	7.4-1
Employee Training and Recognition Benchmark	At site
Employee Empowerment/Teamwork Benchmark	7.4-9
Top Leadership and Management Support Benchmark	7.4-7
Quality Assurance Benchmark	7.4-4
Quality and Productivity Benchmark	At site
Strategic Quality Planning Benchmark	7.4-6
Measurement and Analysis Benchmark	At site
Healthy Environment Rating	At site
Recommend RCTC as a Place to Work	7.4-2
Staff Development Day Ratings	7.4-10

Figure 5.3-2 – Faculty and Staff Satisfaction Measures