

## Baldrige Chapter 5 – Workforce Focus

### 5.1 Workforce Engagement

The College recognizes the importance of exchanging information so that faculty and staff are aware of and provide input into MnSCU and RCTC strategic directions, goals, plans, policies, processes, programs and events. RCTC uses a variety of communication methods and training opportunities to regularly facilitate this exchange of information (Figure P.1-5).

A variety of knowledge sharing and training opportunities are also regularly scheduled. The College sponsors four Staff Development Days each academic year bringing all faculty and staff together to focus on a variety of personal and professional development needs using internal and external speakers and interactive training activities. These sessions include topics aligned with college strategic directions and goals, provide mandated information, allow best practice sharing and focus on the college's values and core competencies. For example, the April 2007 Staff Development Day theme focused on the "Innovation" core competency. The activities included a nationally recognized keynote speaker, and a hands-on project enabling staff in teams to creatively re-design college spaces to better serve students and stakeholders. In April 2006, RCTC hosted a regional staff development day with three other SE Minnesota colleges. It was a first within MnSCU, was highly rated and received a MnSCU Award for Team Excellence. See 5.1b(1) where the breadth of additional training and development offerings are outlined.

#### 5.1a Workforce Enrichment

**5.1a(1)** The College systematically uses a variety of listening and learning approaches to gather information to assess the culture and determine the key factors that affect workforce engagement and satisfaction (Figure 3.1-5). Survey results are typically segmented to reflect the perspectives of the various bargaining units. Results are outlined in the Balanced Scorecard and shared broadly with college faculty, staff and stakeholders to create an open environment. Discussions in the performance management process are also used to assess factors that affect workforce engagement and satisfaction. Information gathered through our communication methods, listening and learning approaches and the Comment Card process are regularly assessed in the Organizational Leadership and Shared Governance System.

**5.1a(2)** The College is positioned to implement a Core Competency Model, centered on and aligned with the College's values. The core competency model is directly aligned with the college's values and outlines expectations of all employees in terms of characteristics and competencies that the college wants to develop in order to

engage the workforce and foster the desired organizational culture and climate (Figure 5.1-1).

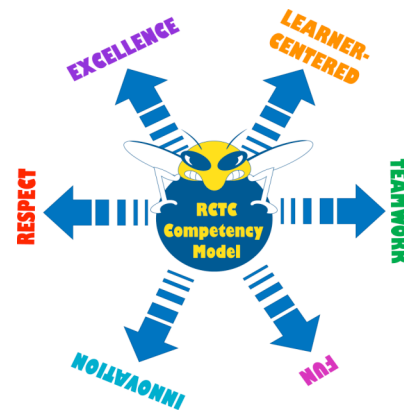


Figure 5.1-1 Core Competency Model

Employee participation in college-wide committees (Figure 1.1-1) facilitates cooperation, communication and skill sharing among faculty and staff across departments, bargaining units, and offices. Several other programs and practices are already in place to enable skill sharing across the college including the Faculty Lecture series, concurrent breakout sessions on Staff Development Days, sharing within departments or offices as staff return from conferences or seminars, etc. Faculty and staff also participate in many committees organized at the State or MnSCU level enabling them to bring ideas and best practices back to the campus. The 360 degree feedback surveys used in non-faculty performance reviews also facilitate communication across the college. In FY08 the College plans to conduct a survey to create a knowledge, skill and competency inventory of our faculty and staff for knowledge management and skill sharing purposes.

Several systems, processes and meeting structures are in place to ensure effective, two-way communication at all levels within the college (1.1a(1)). The IPP provides a systematic vehicle for two-way communication of goals and budget proposals/approvals. The College also schedules meetings with all supervisory staff to share information and gather feedback on many issues.

Goal setting and professional development planning are systematically integrated into our processes. Broad division strategies and actions are established in the IPP. Faculty have three-year development plans, and non-faculty staff set goals and complete development plans as part of their annual performance review. Work unit development plans will be implemented in FY08. Empowerment and initiative are strongly encouraged in all divisions and offices. Empowerment is an element in the 360 degree feedback surveys of leaders, and initiative is an element in the 360 degree surveys of non-faculty staff. Please refer to 5.1a(3) where the performance evaluation systems are addressed in more detail. All faculty and staff are also empowered to volunteer for college-wide committees or work groups.

Innovation is a college value and core competency (**Figure 7.4-9**) that serves as an umbrella for other competencies including Critical Thinking and Taking Action, Willingness to Learn and Continuously Improve, Visioning and Thinking Strategically. Self-assessments in the IPP and our Balanced Scorecard (BSC) approach encourage innovation, benchmarking and best practice review by all areas of the College.

The College believes that a diverse faculty and staff adds value, and recognizes the need for open communication mechanisms and vehicles for redress of grievances and complaints in order to be able to fully benefit from the diverse ideas, cultures and thinking of our workforce. RCTC currently has a significant number of minority and international students, and more disabled students than any other college or university within MnSCU, even though several are much larger than RCTC. We have established diversity and affirmative action goals to have our faculty and staff population reflect that of our student population and the population of the Greater Rochester labor force. The Strategic HR Plan includes a set of goals, strategies and metrics to address diversity. We have also established many objectives in our RCTC Affirmative Action Plan which is reviewed and updated every two years.

The College has also partnered with three other MnSCU colleges in southeast Minnesota to hire a full-time diversity trainer/investigator to focus training efforts and ensure timely and adequate response to complaints and grievances. Respect is another college value and core competency that serves as an umbrella for the competencies of valuing diversity and resolving differences. The Chief Human Resources Officer has maintained responsibility for AA/EEO responsibilities to elevate the importance of these functions. We also have a strong Multi-cultural Committee that sponsors many diversity related events, several study-abroad academic programs, and full-time positions devoted to student needs in this area including a Multi-cultural Advisor, a Director of Disabilities and an International Student Advisor. RCTC also partners with the Rochester Diversity Council and many other local organizations to further our efforts through collaboration and partnership.

**5.1a(3)** Excellence is a college value and core competency to encourage high performance. The excellence competency also serves as an umbrella for other competencies including Professional and Ethical, Achievement Orientation, Flexibility and Adaptability, Integrity and Credibility, and Job Specific Knowledge and Ability. The College has separate performance management systems for administrators (**1.2a(2)txt**), faculty and staff, which include goal setting, completion of self-appraisals and development plans, and the use of 360 degree feedback surveys to gather feedback from students, direct reports, faculty, staff and external stakeholders. Individual employees and supervisors identify 10 – 50 people (generally students, faculty, staff and stakeholders) to complete an anonymous survey regarding the employee's

performance. These surveys focus efforts on student and stakeholder needs and provide the employee with information regarding perceptions of their performance across the college community that they can use to assess/adjust their actions and approaches to improve performance. The survey is followed by a performance conference with the supervisor to discuss all components of the review process. Employees were also directly involved in the development of the current system through the meet and confer sessions.

The performance review serves as the basis for pay for performance increases for administrators, and for supervisory recommendations on granting progression/step increases for staff. Per college policy, Achievement Awards (lump-sum monetary rewards for staff in certain bargaining units) are based on performance reviews that reflect superior or outstanding work on specific projects or in overall performance. The HR Strategic Plan includes a strategy to review the administrator and staff performance management and recognition systems to ensure the core competencies and engagement are integrated.

Probationary and adjunct instructors are evaluated every year, and non-probationary instructors are evaluated every three years. Student surveys are an integral component to focus faculty efforts on meeting their needs. Professional development planning is another major component to ensure faculty maintain currency within their discipline and in teaching/learning competencies. A joint administration and faculty committee is currently working on revising the faculty performance management system; an effort undertaken every three years.

## **5.1b Workforce and Leader Development**

**5.1b(1)** MnSCU conducted an online needs assessment survey in FY06 that provided college-specific results. Standards that all employees 1) will have a development plan and 2) will participate in a minimum number of hours of training per year will also be established in FY08. An on-line survey is administered after every Staff Development Day to evaluate the training activities and solicit information on how to improve future events. These processes are all components of the workforce development system used to identify needs and inform leadership on employee desires for development. A web-based system for training registration and tracking will be implemented in FY08. This system will have functionality to support development planning, assess workforce development participation, capture better data on costs, and document new knowledge, skills and competencies. The College is hiring a full-time Development Specialist to further develop the learning system, deliver certain training (e.g., customer service), and develop appropriate processes and standards to support RCTC's development, retention and succession needs. Implementation of the core competency model will be supported by strong development efforts to embed the competencies into the culture as noted in **5.1txt**. Core competency development will also be

incorporated into individual development planning to ensure continual focus on these needs.

MnSCU also has a Center for Teaching and Learning (CTL) whose primary role is faculty development. RCTC annually compensates a faculty member for serving as liaison to this group. The faculty member notifies all faculty of CTL programming and coordinates RCTC programming. An academic dean is also assigned to coordinate development efforts for adjunct and temporary faculty and has developed a series of workshops specifically designed to meet their needs and integrate them into the RCTC family.

The SPP, IPP, Performance Management and Learning systems focus on the need to improve organizational and individual performance, address technological change and further embed innovation into our ongoing operations. The implementation of work unit level development plans will also facilitate these needs as well as succession planning to address the anticipated level of retirement.

Our on-boarding process, used to integrate new employees with ease, includes an orientation program offered each semester, mentor assignment, welcoming activities, an individual development plan, on-the-job training and probationary evaluation. A Policy checklist is also provided to all new employees to ensure they become familiar with, and follow, the provisions of State, MnSCU and College policies. Many resources are also available through the RCTC, MnSCU and State Department of Employee Relations websites including an employee manual, “nuts and bolts” FAQs for full- and part-time faculty, and benefit information. The HR Committee has established a work group that is researching best practices and will implement more systematic processes for onboarding in FY08 including a more formal mentoring program and methods for job rotation and cross training. These efforts also support knowledge management and succession planning. Beyond on-boarding and staff development days, there are many other development opportunities available to meet the diverse and unique needs of our workforce. The breadth of leadership/supervisory development opportunities is addressed in **5.1b(2)**.

Separate college-wide, faculty and leadership development budgets are in place totaling approximately \$130,000 each year, and individual departments provide additional funding for staff to attend seminars, conferences and workshops. During FY07, the College implemented a new budget to fund participation of faculty and staff who are accepted to make professional presentations at national and regional conferences. A 50% increase in this program was approved for FY08. Development funding for the college has increased by more than 25% in recent years.

The College is developing a Knowledge Management System (KMS) in FY08. The system will address transferring knowledge within and across departments, and retaining knowledge from departing/retiring faculty and staff (anticipated to be 50% of staff over the next ten years). The implementation of development plans on a work unit basis in FY08 will identify needs and opportunities for job

rotation, coaching, cross training of staff and cross assignment of faculty to address knowledge management and succession planning. The College is also developing an Alumni Network of retired/separated employees to keep them engaged in college activities by assisting in recruiting, mentoring, information sharing and participating in other opportunities. College retirees currently meet at the beginning of each semester, and this organization provides a good start for building the Alumni Network. The State and MnSCU both have programs that allow faculty and staff to reduce from full-time to part-time prior to retirement to support succession planning. The focus on documenting and mapping RCTC Level 1, 2, and 3 processes also provides a means for capturing information and facilitating cross-training on “how to” before faculty or staff members depart.

Tuition waiver at MnSCU institutions (546 credits waived in FY06 for employees and/or dependents).
Reimbursement for tuition at other providers.
Sabbatical leaves (typically 13-14 per year at a cost of approximately \$700,000) and external development opportunities such as Fulbright Scholarships and educational leaves for faculty and staff.
MnSCU, regional or national conferences or workshops available within disciplines/functions.
Computer/technology training offered regularly by Educational Technology Services.
Health and wellness programming offered regularly.
Safety and regulatory training such as Right to Know, ergonomics, safe-lifting, etc.
Interpersonal/human relations/conflict management training offered as needed or incorporated into staff development day programming.
Quality/innovation training addressed through ongoing participation in CQIN Summer Institutes, RAQC events, and other focused staff development sessions.
On-the-job training.
Subscriptions to a significant number of professional journals, higher education and other publications.

**Figure 5.1-2 Professional Development Opportunities**

In the annual performance management process of staff, changes that have occurred in the duties of a position are identified through a review of the position description. This review recognizes growth that has occurred, but provides an opportunity to identify plans for future changes in duties. When an employee assumes additional responsibility, a review is undertaken to determine if promotion is appropriate. This process encourages employees to pursue gaining new knowledge or skills. When promotion is not possible, gaining new knowledge or skills may serve as the basis for a lump-sum monetary Achievement Award for staff. Faculty and staff are encouraged to share information gained from formal or self-development efforts within their department or office, and on staff development days.

**5.1b(2)** The “Leadership RCTC” program was developed and implemented in 2004 to develop leaders *at all levels* of the College. The program has a steering committee made up of program alumni to ensure it is “participant-driven”

and flexibly meets emerging needs. To date, close to 75 faculty, staff and administrators have participated in five cohorts. The program includes diver topics delivered in eight 4-hour sessions.

RCTC employees have also participate in other leadership development programs such as “Leadership Greater Rochester,” sponsored by the local Chamber of Commerce and designed to develop future community leaders. RCTC has had 1 – 3 participants per year since the program’s inception in the early 1990s. MnSCU established the “Luoma Academy,” in 2005 to develop future presidents, vice presidents, deans and other top leaders for the MnSCU System to address the system’s succession planning needs. Leadership team members and faculty also participate in national leadership academies to build their knowledge and skills, and share information upon completion of those programs. These programs are “fed” by alumni from the Leadership RCTC program to support our succession planning efforts at various leadership levels.

All new RCTC administrators and supervisors participate in the MnSCU “Core Training Program for Supervisors” that covers both the art and science of leadership. RCTC also holds supervisory meetings and training sessions on a variety of supervisory topics. A mentor is assigned to all new college leaders and there are opportunities for interim, acting and mobility assignments. MnSCU also provides contract training as new collective bargaining agreements are negotiated and sponsors Labor Relations Institutes on topics such as mediation, performance evaluation, grievance handling, progressive discipline/just-cause, etc. Individual administrators and supervisors may incorporate any leadership development opportunity into their individual development plan.

A State of Minnesota statute outlines a “Code of Ethics for State Employees,” and an administrative procedure on “Political Activities of State Employees” outlines prohibited and permitted acts. MnSCU has Board Policies on “Fraudulent and Other Dishonest Acts” and “Acceptable Use of Computers and Other Technology.” Ethical issues also permeate a multitude of other state, MnSCU and RCTC policies. Development in this area starts for all employees in Orientation and continues throughout the careers of leaders and all faculty/staff through a variety of means. These include conferences and seminars focused on legal and ethical topics sponsored by MnSCU or professional organizations; general sessions at Staff Development Days; annual e-mails to all RCTC employees reminding them of their ethical obligations. Development in this area also occurs through discussions as the potential for, or the perception of, an ethical issue arises. The entire college leadership team and supervisors are expected to serve as role models and ethics/integrity are measured in the performance management process and the 360 degree feedback surveys.

Certain values and core competencies are already organizational strengths that distinguish RCTC in the marketplace as described in (6.1a(1)txt). Our core competency model has also incorporated our other college

values (learner centered, fun, and respect) with the long-term goal of developing these as strengths to further distinguish us in the marketplace.

Diversity and retention are major components in our Strategic HR Plan and the Respect value/competency is critical in our diversity and retention strategies. Respectful behavior is expected and we strive to create a culture where everyone feels welcome, is comfortable expressing concerns and free to use avenues for redress. Our goal is to resolve concerns at the lowest level possible. We have been successful in using union shared governance and meet and confer sessions for this purpose. The Chief HR Officer and Diversity Trainer/Investigator strive to be accessible to employees and their union representatives, and they are empowered to investigate concerns using formal and informal methods. Grievances are viewed as a valuable method of fact finding and contract clarification. Respect is also supported by the “family” context we strive to create among our faculty and staff. Several staff development day and other training sessions have addressed diversity, conflict management and dialogue techniques to build skills and capacity in this arena. Fun as a college value/competency helps to foster engagement and enhance all of the other values/core competencies. An opportunity to have fun is incorporated into college events and activities and leaders encourage employees to have fun during the work day.

### **5.1c Assessment of Workforce Engagement**

**5.1c(1)** Using the Gallup Q12 as a model for measuring Workforce Engagement, RCTC used questions from its annual Campus Quality Survey and formed a new benchmark, called "Workforce Engagement." By using existing measures, RCTC avoids over-surveying its faculty and staff and also reduces redundancies from asking questions similar to those already being asked. These questions emerge from research done from thousands of interviews at all kinds of organizations at all levels by Gallup. The questions from RCTC's CQS survey were chosen because they align with the themes Gallup demonstrated as being among the best predictors of employee and workgroup performance.

**5.1c(2)** The Workforce Engagement Benchmark (Figure 7.4-8) is new this year, and will be revised next year to add three additional questions from the Gallup Q12. As data builds longitudinally, we will assess the organizational results, combined with our absenteeism, grievance and turnover data to identify opportunities for improvement in engagement and results.

### **5.2 Workforce Environment**

**5.2a(1)** As indicated, we are hiring a full-time faculty and staff development specialist to focus on development and continuous improvement of systems, processes, standards and metrics related to workforce capability. Integration and alignment of existing efforts, and competency based development will be two major assignment areas.

**5.2a(2)** Selection is a major component of the RCTC Strategic HR Plan and several improvements were incorporated into the process over the past 2 - 3 years. We recruit nationally for most positions and use a broad variety of recruitment sources including newspapers, workforce centers, higher education publications, several internet recruiting sites and the RCTC website. Recruiting is also tailored to the specific vacant position through the use of professional organizations, trade journals and list serves. We also encourage current employees and retirees to support our recruiting efforts to provide applicants with first-hand testimonials about RCTC as a place to work.

RCTC has a very open and inclusive search process. We consistently use search teams of 3 – 8 people with diverse membership. During FY07, RCTC conducted almost 70 searches, and over 120 people served on search teams including employees from all seven bargaining units/plans, students, community/business representatives and our higher education partners. Search teams are involved in all aspects of filling positions including recommending recruitment sources; developing vacancy requirements, advertisements, screening tools, and interview questions; interviewing; and recommending finalists. All search team members are provided with orientation on an annual basis addressing confidentiality, objectivity/validity, AA/EEO/diversity considerations and other general responsibilities. Since FY06, we have expanded opportunities to serve as chair of a search team to further support leadership development at all levels, and search teams have been chaired by members of all bargaining units. A separate orientation process for search team chairs ensures an understanding of the process and their critical role. We are in process of developing a new search team tool that will focus on hiring to the college’s values and competencies, and provides search teams with sample interview questions for each of the core competencies.

In December 2006, MnSCU revised the Faculty Credentialing Policy and Procedures. Separate credentialing systems previously maintained for technical college faculty and general education faculty were merged and administrative processes were streamlined. Minimum qualifications for all credential fields are also being reviewed. Faculty credentials are reviewed during the search process and verified by MnSCU (unlimited appointments) or the college HR office (temporary and adjunct appointments) at the time of hire. In May 2007, a web-based system was released enabling faculty to electronically submit education and experience information and receive the results via e-mail. Historical information will be maintained by the system to enable us to download credentials to the website and generate reports.

A variety of retention programs are already in place and several strategies have been developed in the Strategic HR Plan to continually improve retention. RCTC has several recognition programs (**Figure 5.2-1**) in place to support retention .

Employees have the opportunity to use flexible scheduling options as long as work unit staffing needs are met. These

options include flexible schedules within an eight-hour day, four-day or other alternative work weeks, and periodic work schedule adjustments to address personal needs. Approximately one-half of our employees use these options. RCTC was also the first MnSCU institution to develop a Telecommuting Policy for staff positions and, at the request of the faculty union, will be tailoring the policy to meet unique faculty needs. The availability of employee insurance benefits has a major impact on both recruitment and retention. RCTC has used multiple appointments for employees allowing them to work in two positions to create more full-time or insurance eligible part-time opportunities to improve retention, address organizational needs, and more fully utilize the strengths and talents of our existing workforce. This practice also strengthens our succession planning efforts by providing employees with broader training and skills. Approximately 15% percent of our workforce holds more than one appointment.

Recognition Type	Description
“Best Bee of the Month” or the “Best Bee Team of the Month.”	Monthly awards program where the Recognition Sub-committee reviews nominations submitted by students or employees and recommends awards to the President.
RCTC’s Faculty of the Year Award	RCTC’s Faculty of the Year Award (started in 2007) where faculty go through an extensive selection process locally, and those selected are forwarded for consideration as a MnSCU Faculty of the Year Award winner
Length of Service	Annual length of service and retirement recognition events.
“Shining Star”	Recognition by the President as a “Shining Star” on Staff Development Days for achievements and acknowledgements received at the College from both internal and external stakeholders.
Golden Sting, etc.	Fun traveling awards such as the “Thinker,” the “Stinker,” and the “Golden Sting” awards.
Presidential Recognition	Individualized recognition notes from the President or Vice Presidents.
Team Meetings	Recognition in team meetings by the supervisor.
Other	Regular verbal praise.

**Figure 5.2-1 Recognition Programs**

**5.2a(3)** The Strategic Planning and Integrated Planning Processes set the tone and direction for management and organization of our workforce and other resources. As a result, we have an organizational focus on our mission, vision and values centered on teaching and learning and maximizing the strengths and talents of our workforce. Information on strategic directions, goals, plans, and status are broadly communicated to students, faculty/staff and stakeholders in team meetings and the web-based IPP.

Whenever RCTC has a vacancy, opportunities for improvement and position/organizational restructuring are

strategically assessed to determine if changes should be made for more effective staffing. We use a variety of employment conditions including FT, PT, permanent, seasonal and contingent staffing to ensure our workforce is responsive to changing needs and is as flexible as possible. The college's selection process focuses on our values and competencies and emphasizes "right fit" of the new hire in the specific position. We also continually review how positions are evolving to assess opportunities for further development, promotion, reassignment, etc. to address changing needs and trends within the College. The summer 2007 training for supervisors on "coaching for engagement" is specifically designed to improve these efforts. These ongoing activities meet employee needs, and provide opportunities to capitalize on employee strengths and increase workforce engagement.

**5.2a(4)** Proactive discussions are held in team meetings and union meet and confer sessions to communicate changing organizational needs/plans, to listen to and prepare our workforce. RCTC recognizes the negative effects of workforce reductions and we continually assess to avoid these implications in all of our workforce management actions. When workforce reductions are unavoidable, we communicate early and openly with employees and approach reductions in a sensitive manner. Discussions also occur with union representatives during the planning and implementation phases. The purpose of these communications is to solicit employee/union input and determine if agreements can eliminate or reduce the need for layoffs. Several processes and benefits are outlined in collective bargaining agreements when a layoff can't be avoided. These processes enable use of retraining, reassignment and a variety of other options to preserve employment at RCTC, other MnSCU institutions or another state agency. Rights also exist to recall staff as soon as possible after a layoff occurs.

**5.2b(1)** RCTC added a part-time Safety Officer in 2005-06 with responsibility for developing critical incident plans and procedures, providing a safe education/work place, legal compliance, ergonomics, safety training, pandemic planning, safety committee leadership, etc. In 2007 the position was increased to FT following a needs assessment. We have had a FT Campus Security Officer for almost five years, and will be adding a second position in the next year. These Officers are supported by a student security force of 8 – 10 students hired primarily from the college's law enforcement training program. Worker's compensation claims are also managed and measured.

The Student Health Service Nurse administers health and wellness programs for both students and employees. An annual health fair is sponsored and we offer broad health and wellness programs including employee use of the college fitness center, stress management/reduction, relaxation, walking/exercise programs, work/life balance, weight reduction, smoking cessation, flu vaccinations, a regular health/wellness newsletter, etc. We have also included health/wellness topics in staff development events (e.g., a fun "Office Olympics" team competition) and encourage staff to use health and wellness services available

through their health insurance providers. During employee insurance open enrollment period, employees may reduce their doctor visit co-pays by participating in a health assessment designed to provide comprehensive health information and promote healthy behaviors.

The State of Minnesota offers a confidential Employee Assistance Program (EAP) with professional counselors who provide counseling/referral services to meet a variety of employee needs for specialized personal assistance. The EAP also provides management consulting for conflict management, performance counseling, etc. RCTC also has a unique program called the RCTC Fund for the Family providing financial assistance or services to employees in need.

**5.2b(2)** The College has seven collective bargaining agreements (**P.1-3**) or plans in place based on occupational categories. These agreements spell out the terms and conditions of employment and benefits structured to the specific needs of covered employees. Each bargaining unit also has different job classification and compensation structures. All agreements have generous paid leave and unpaid leave provisions, and there is a comprehensive insurance package with optional coverages to meet individual needs. MnSCU and the state also have comprehensive mandatory and voluntary retirement plans in place that recognize the differing needs of various employee segments. The State of Minnesota also has vacation donation programs that allow employees to donate their vacation or personal leave to employees who have exhausted all forms of paid leave, or to pay un-reimbursed medical expenses in excess of \$10,000.

In the collective bargaining context, there are provisions that enable campus flexibility and those that apply statewide with limited, if any, local control. The College attempts to recognize employee and organizational needs in a flexible manner through flexible application and interpretation of policies, collective bargaining provisions, etc. For example, from 2004 to 2006, the college closed the campus for one week during Winter break, and negotiated memorandums of understanding with the unions to allow flexibility to mitigate negative employee impacts; and recognize different needs of various employee segments. The College operates in a similar arena as it relates to policies, procedures and processes with flexibility in certain areas and limited local control in others. We have used local flexibility in many areas to address employee work/life balance (e.g., flexible or alternative scheduling and telecommuting), encourage innovation and high performance (e.g., non-faculty achievement awards and faculty awards for excellence), or maximize workforce capability (e.g., a strong commitment to faculty/staff development evidenced by the largest development budget within the MnSCU system).