

Category 5 – Workforce Focus

5.1 Workforce Engagement

5.1a Workforce Enrichment

5.1a(1) In 2007, RCTC established a Workforce Engagement Benchmark resulting from changes to the Malcolm Baldrige National Quality Award Performance Excellence Criteria. The benchmark was patterned after the Gallup Q12 National engagement Benchmark. The College identified existing items from the Campus Quality Survey and then added several items to establish a similar measure for engagement. Item scores from the survey were recalculated and applied to data prior to 2008. Data from the 2008 and 2009 survey's are inclusive of the full set of 12 items composing the benchmark. The Workforce Engagement Benchmark results can be viewed as a composite or aggregate score or viewed at item level to determine factors most contributing or impacting overall engagement.

The College applied for the Alfred P. Sloan Award for Business Excellence in Workforce Flexibility in 2008 and received an Honorable Mention. Application was made again in 2009 and the College was an actual recipient of the Award. This prestigious award recognizes employers that are successfully using workplace flexibility to meet both the employer and employee goals. As an award winner, RCTC ranked in the top 20 percent (the 80th percentile) of employers nationally in terms of flexible work programs, policy and culture. It is significant to note that the employer application is one third of the overall score. An employee survey used to corroborate and obtain data on employee knowledge and use of flexible programs is two thirds of the overall score.

5.1a(2) The College employs a number of approaches to foster high performance work through an engaged workforce. First is the Organizational Leadership Shared Governance System (**Figure 1.1-1**). This system provides multiple opportunities for faculty and staff to be engaged in conversations regarding important issues facing the College and be part of groups making recommendations for improvement, innovative ideas, and positive change. Faculty and staff have ample opportunities to participate in All-College Committees, sub-committees or other task forces or ad-hoc groups. As mentioned previously the College launched a new process called “The Collaborative” in October 2009 with more than 50 participants and representing approximately 10% of the workforce and all parts of the College. The Collaborative is composed of six teams and whose efforts reinforce all of the college values, but with a particular emphasis on learner-centered, teamwork and innovation.

The College adopted an outcome driven, values-based agenda structure for its all college committees this year. Every committee meeting begins with three minutes of good news and a conversation on a college value. All new and revised college procedure go through shared governance in a spirit of open exchange with multiple reading before final action is taken.

The College has implemented a Core Competency Model, centered on and aligned with the College's values (**Figure 5.1-1**). 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 5.1-2**). A behavioral based interview question data bank has been developed for use in the hiring and selection process allowing RCTC to hire to our values. Measurable “Service Attributes” (**Figure P.1-2**) have been developed for incorporation into our performance management system. These Service Attributes reinforce the commitment of RCTC to our values and core competencies.

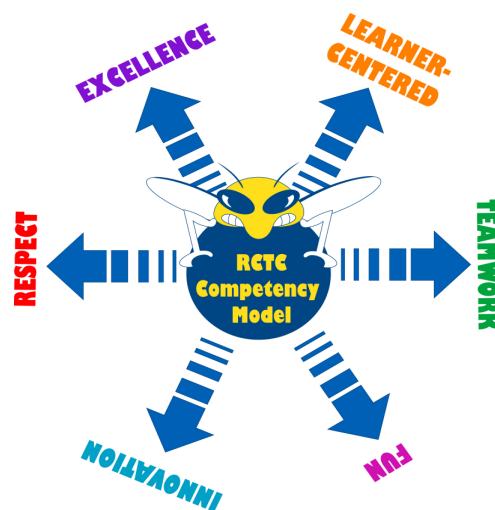


Figure 5.1-1 Core Competency Model

5.1a(3) The Strategic Human Resources Plan developed, by the Human Resource Committee and approved by the College Leadership Team, identifies several strategies specifically related to the Colleges Performance Management System including employee and leadership development, recognition and reinforcement, the appraisal process and succession planning.

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.

Core Competency	Behavioral Examples	Sample Competency Based Interview Questions
<p>Innovation: Uses data, critical thinking and logic to analyze problems; identifies new and fresh approaches to problems and issues; is focused and makes sound decisions; is willing to learn and continuously improve.</p>	<ul style="list-style-type: none"> Engages others in brainstorming and encourages creativity in others; integrates emerging concepts into strategy and plans that support the organization’s mission and values. Understands the role, strengths and limitations of data in analysis. 	<ol style="list-style-type: none"> Give us an example of a new process, procedure or innovative idea you have facilitated. How did you overcome any barriers or resistance to change? Please share an example of a time when you were part of a team charged with designing and/or implementing a new idea or method of accomplishing a work task or process.
<p>Fun: Fosters a work environment that is pleasant and enjoyable to work in; is positive, upbeat, optimistic and enthusiastic; has a sense of humor.</p>	<ul style="list-style-type: none"> Uses humor, empathy, or other non-threatening approaches to reduce resistance or conflict and achieve positive outcomes. Publicly recognizes the contributions of staff, makes others feel valued as team member. 	<ol style="list-style-type: none"> What is your opinion of the phrase “Work should be enjoyable and fun?” Describe what methods you have used to deal effectively with stresses associated with your work.
<p>Learner-Centered: Is open, approachable and focused on students, student learning and student success; develops rapport with learners; responsively assesses, anticipates and address the needs of the learning; engages learners in the learning process.</p>	<ul style="list-style-type: none"> Makes sure that the services are delivered as promised and follows up to ensure long-term learner satisfaction. Identifies and understands learner needs and builds student relationships by addressing them. 	<ol style="list-style-type: none"> Give us an example of a rewarding experience while serving a student or customer. Describe a situation where you went above and beyond what was expected of you to provide quality customer service.
<p>Teamwork: Actively listens, collaborates and develops effective working relationship with others; communicates openly and clearly articulates ideas; builds and supports team efforts; encourages a spirit of participation and belonging; enhances group cohesiveness by emphasizing team objectives and cooperation.</p>	<ul style="list-style-type: none"> Conveys respect to others and preserves dignity; involves others and is collaborative; poses questions to invite input. Effectively communicates information to a wide variety of individuals, including people from diverse ethnic, gender, occupational, etc. backgrounds, identifies opportunities for multifunctional organizational teams. 	<ol style="list-style-type: none"> Give an example of when you were part of a workgroup that encountered difficulty reaching agreement or consensus preventing progress. Describe the project, the workgroup and the resolution. Tell us about things you have done in your current or past role to improve the team environment.
<p>Respect: Fosters an environment of mutual dignity and respect; values differences and shows sensitivity to people of diverse backgrounds; openly manages conflict and disagreement through collaborative discussion to reach positive conclusions; arrives at constructive solutions while maintaining positive working relationships; seeks win-win solutions; diplomatically explores common ground to reach mutually acceptable positive solutions.</p>	<ul style="list-style-type: none"> Considers cultural diversity and its impact on communication and conflict; seeks to understand differences in cultures and personal styles; displays sensitivity. Listens and values the view point of others; recognizes the feeling and concerns of others and responds with empathy and tact. 	<ol style="list-style-type: none"> What is your experience working with people from diverse backgrounds and cultures? Give us an example of a time when you were required to show empathy for multiple perspectives. What was the situation and describe how you were able to be successful.
<p>Excellence: Focuses on improving value, effectiveness and quality in all actions using job specific knowledge; demonstrates high ethical standards and personal integrity; is flexible and adaptable; has high motivation for succeeding; shows effort and drive in the face of obstacles; sets aggressive goals for oneself and works hard to achieve these goals; strives to identify and implement better and more cost-effective solutions; is willing to invest considerable effort to assure goals are met in a high-quality manner.</p>	<ul style="list-style-type: none"> Maintains high professional standards for the quantity and quality of services provided; efficiently achieves targeted solutions; acts quickly to take advantage of opportunities that have the possibility of benefiting the organization. Aligns own performance with the organization’s objectives; is constantly focused on providing end work products in an efficient and high-quality way. 	<ol style="list-style-type: none"> Share a time when you have acted as the “champion of change” in order to increase effectiveness in the work place. How did you handle any resistance expressed by others? Describe the professional standards that you have for yourself personally. Give examples of how you meet/and or exceed these standards in your job.

Figure 5.1-2 Core Competencies Expected Behaviors and Sample Competency-Based Questions

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 augments the formal performance evaluation by the supervisor and employees are asked to complete a self-evaluation. All assessment tools are discussed during a performance conference. Employees are integral in the formation of their professional development plans during this process.

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 formally evaluated every three years and required to submit an annual report to administration. 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. Using a “Toolbox” concept, faculty are able to choose several methods of self-evaluation and outside evaluation as part of the professional development plan and to be completed annually. Options available in the “Toolbox” include peer observation, observation of other teaching, self-evaluation, outside observation, evaluative surveys, document collection and professional development portfolios.

5.1b Workforce and Leader Development

5.1b(1) The College provides faculty and staff with diverse professional and personal development opportunities that support and advance college goals and address strategic challenges and core competencies (Figure 5.1-3).

A new initiative in its early beginnings at the time of the application submission is a focus on innovation. RCTC with representatives of the Mayo Center for Innovation, Winona State University and the Minnesota State Colleges and Universities system are meeting to discuss various dimensions on innovation including training and education, measurement, idea management, building a culture of innovation and other topics. These conversations will foster

best practice sharing and leads to collaborative innovation efforts consistent with the College value of innovation. The goal is to enhance sustainability and high performance work through innovation initiatives. The use of dashboards creates a results focus and reinforces a culture of high performance. The College’s commitment to continuous self-assessment cultivates a culture of assessment and a focus on strengthening strengths and taking action opportunities through an open exchange of ideas.

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 5.1-3 Professional Development Opportunities

5.1b(2) The College has four all Staff and Faculty Development Days included in each academic calendar. The events are structured to include a variety of developmental opportunities for staff, faculty and leadership. A satisfaction survey is conducted after each event to assess employees’ perception of the learning sessions and to obtain suggestions for future events.

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 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 is useful in facilitating 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, on-the-job training and probationary evaluation. New employees are equipped with many resources to assist in their

assimilation to RCTC, MnSCU and State employment. The HR Committee has established a work group that has researched best practices and implemented more systematic processes for onboarding in FY09 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 and individual departments provide additional funding for staff to attend seminars, conferences and workshops. Additionally, the College continues to fund participation of faculty and staff who are accepted to make professional presentations at national and regional conferences.

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 as faced with a high level of retirements in the next ten years. Additionally, many faculty continue to teach in a part-time capacity after formally retiring. This allows for the creation of mentoring opportunities and sharing of knowledge with new faculty.

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.

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 150 faculty, staff and administrators have participated in seven cohorts. The program includes diverse leadership topics delivered in eight 4-hour sessions.

RCTC employees have also participated 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. RCTC has recently made the commitment to participate in a local Collaborative Leadership Fellows Program as an advanced development opportunity for employees.

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 program exists where mentors can be 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.

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. Another benchmark established in 2008 was the Workforce Innovation Benchmark that like engagement, measures items, then aggregates them to determine the extent to which faculty and staffs feel that a culture and supportive environment exists conducive to innovation. The Campus Quality Survey (CQS) is conducted annually and includes fifty-plus items that are aggregated into ten benchmarks measuring various dimensions of workforce satisfaction. These results are segmented by type of position, employment status and years of service.

As mentioned earlier, RCTC received the Alfred P. Sloan Award for Workplace Flexibility which involved both an employer application and a comprehensive employee survey which verified that the flexibility programs offered are used and valued by employees. Also mentioned earlier, satisfaction surveys are conducted after each Staff Development Day to gather data on the learning success of the event.

Another measure of workforce engagement is done through monitoring the number of employee grievances. The goal is always to reduce the number of grievances through workforce engagement efforts. The College has experienced a relatively low number of grievances over the past several years.

5.1c(2) While the College has established no direct correlation between Workforce Engagement and student and stakeholder satisfaction, other national studies suggest a relationship. Student satisfaction has trailed the national average and other comparative groups. That said other engagement derived from the Community College Survey of Student Engagement (CCSSE) shows RCTC outperforming medium sized school in its classification group and other institutions who participate in the National Community College Benchmarking Project (NCCBP). On four of five national benchmarks RCTC is in the 75th percentile or higher. These benchmarks include: Active and Collaborative Learning, Student Effort, Academic Challenge and Student Faculty Interaction. The College performs slightly under the national average for medium sized schools for the Support for Learners Benchmark.

5.2 Workforce Environment

5.2a(1) Leaders at all levels of the College have the ability to request staff additions through the Integrated Planning Process. Through this process, requests for changes or increases in capacity are directly linked to the institutional, divisional and departmental strategic initiatives. The leadership team reviews all requests and approves funding if appropriate.

All positions at the College are covered by either a Bargaining Agreement or State of MN Plan. The Minnesota Colleges and University System governs Faculty Credentialing to assure faculty meet the minimum qualifications required for their field of study. Position qualifications for non-faculty positions are determined by both the State of Minnesota position classification system and local Colleges.

5.2a(2) Selection is a major component of the RCTC Strategic HR Plan. We recruit nationally for many 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 vacancy 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. 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.

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.

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.
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

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.

As mentioned earlier, RCTC received the Alfred P. Sloan

Award for Business Excellence in Workforce Flexibility in 2009. This prestigious award recognizes employers that are successfully using workplace flexibility to meet both the employer and employee goals. As an award winner, RCTC ranked in the top 20 percent (the 80th percentile) of employers nationally in terms of flexible work programs, policy and culture.

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. The organization of the workforce is described fully in **6.1a**. This section outlines organizational structure and its relationship to what are termed Level 1, 2, and 3 processes. The organization of work is also depicted in the Organizational Leadership and Shared Governance System (**Figure 1.1-1**).

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.

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 strive 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.

More recently during our budgetary constraints and in a period of high employment, RCTC has avoided reductions

in force by using other strategies. Several vacated positions, due to retirement or other movement, have been left vacant in an effort to avoid future reductions. We have also used a method of reallocation of funds to support needed capacity in other areas of the College. These decisions are made through the IPP process.

5.2b(1) RCTC employs a Safety Officer 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. We have had a two FT Campus Security Officers who 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 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 coverage's 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.