

## Category 5 – Faculty and Staff Focus

### 5.1 Work Systems

#### a. Organization and Management of Work

**5.1a(1)** The College's work systems are both hierarchical and relational in nature. The College is divided into seven divisions as noted in Category 1. The College's Organizational Leadership and Shared Governance System depicts both the traditional structure and the relational or shared approach to leadership at the College (Figure 1.1-1). The College's work system is also organized around the Student Learning System (SLS) and nine key 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 and learning. Each of these college key processes has a number of interconnected sub-processes.

**5.1a(2)** The nature of the Organizational Leadership and Shared Governance System described in Item 1.1 and its inclusiveness of diverse people, both internal and external, capitalizes on the innovative ideas and thinking of the communities served. For example, College committees and search teams include students, faculty, staff, leadership, partner and community representation.

**5.1a(3)** RCTC utilizes several approaches to promote communications and skill sharing across programs and departments. The first is to encourage team, program or departmental meetings to address ongoing communication needs. For example, the Student Development and Services Leadership Team meets monthly to share information and discuss topics important to the division. This group includes supervisors representing each work department within the division. These campus leaders are expected to serve as a link to facilitate further communication from campus leadership to faculty and staff, and ensure bottom-up communication. Other communication methods are identified in Figure P.1-5.

#### b. Faculty and Staff Performance Management System

MnSCU requires that all employees be evaluated on a regular basis. The primary outcome of regular employee evaluations, based upon the continuous improvement approach, is improved teaching and learning effectiveness. Multiple sources of input are essential to the process. The purpose of the faculty evaluation process is to support on-going improvement of instruction through a process that provides for personal options within a standardized framework. Multiple approaches to improving teaching and learning are valued. Evaluation of all employees begins before initial employment. RCTC take pride in having comprehensive search processes in place so that hires are the result of careful screening and selection of candidates. All new employees must meet or

exceed minimum qualifications for their positions. All college faculty, staff, and administration communicate job expectations and orient new faculty members to the College's philosophy, mission and specific procedures.

Faculty and administrators work cooperatively to complete the evaluation process. The process is comprised of several components determined through the collective bargaining process (Figure 5.1-2). Faculty evaluations are used to acknowledge good teaching, highlight successes, and point out areas of needed improvement. When an evaluation results in concerns, the unfilled faculty may be placed on off-cycle review and evaluated again the following year. If improvement is not observed, disciplinary action is possible. Each full-time faculty member prepares a professional development plan at the beginning of each academic year. The purpose of the plan is to outline activities and a schedule to improve the job performance of the faculty member based on his/her own self-evaluation and the formal college evaluation. Modifications to the faculty evaluation procedures will be made through exchange of views at monthly Faculty Shared Governance Meetings. Students, faculty, or administration may request a review of the procedures at the end of any year; however, there will be an automatic review of the procedures at the conclusion of every third year. An ad-hoc joint faculty, student, and administration committee will conduct this review with members appointed by their respective constituencies.

Administrators are evaluated annually. For several years Rochester Community and Technical College has used a 360-degree process for administrators and some staff. In this process the supervisor and employee jointly identify persons (10 to 40) to provide input into the evaluation by completing an anonymous survey document. Where appropriate, the survey targets both internal and external constituencies. Each administrator develops a self-assessment identifying past year achievements and planned goals. The President or Vice President meets with each administrator to discuss the self-assessment, provides an aggregated summary of 360-degree evaluation results and documents the evaluation for inclusion in the Administrators' official personnel file.

For support staff positions, state policy and collective bargaining agreements require that employees be provided an annual performance evaluation. The performance assessment is designed to be a growth-producing, continuous improvement process, so it is completed in consultation with the employee. Use of a 360-degree online, anonymous survey has been incorporated into the process for all non-faculty bargaining units over the past year (similar to the survey described for administrator evaluation) to gather stakeholder input to supplement the supervisor's judgment of the employee's performance. The College desires to incorporate a competency assessment into the performance review process, and will pursue options as a part of the HR Planning AQIP Project. During the performance assessment process, the

employee's position description is reviewed to assure that it accurately reflects current responsibilities, priorities, and delegation levels. Guidelines prescribe that position descriptions over three years old must be revised. Another important part of the performance assessment process is the development of an individualized professional development plan. Together with the employee, supervisors identify professional growth opportunities and any necessary training that the employee may require to be successful or stay current in their job. This process includes the development of a statement of annual goals and/or need area(s) to be worked on during the year. Benefits to the individual, department and college are considered in development of the plan, and developmental needs are prioritized. Priority in the allocation and approval of staff development funds is given to employees who have a professional development/training plan on file. At the conclusion of the process, the signed and dated Performance Review, Individual Development Plan, and Position Description (if revised) are submitted to the Human Resources Office for inclusion in the employee's official personnel file. The employee and supervisor are also provided with copies of evaluation documents.

**Compensation.** Compensation is negotiated in the collective bargaining process for union staff or determined by state/MnSCU leadership for unrepresented employees. Compensation is administered by the Human Resources Office. Initial compensation for faculty includes column placement (based on the educational level and/or the number of credits in the academic or vocational field); and step placement (based on years of teaching/related experience). Periodic step advancement may occur as negotiated in the faculty bargaining agreement with the MSCF. Column placement may be re-evaluated as faculty members complete additional degrees and/or credits.

Staff positions are assigned to a bargaining unit, and within the bargaining unit to a job classification. The State of Minnesota's job classification structure recognizes the kind of work performed and the required levels of knowledge, problem-solving and accountability required. For example, a position's classification assignment may recognize the need for performance of specialized duties in a single department or program; or responsibility to serve as a generalist, able to provide broad services to students and stakeholders as required. The job classification of each position is assigned through a non-negotiable management process. The minimum and maximum of each salary range, and progression within the salary range are negotiated in the various collective bargaining agreements covering staff positions. Satisfactory performance is considered when granting progression increases.

**Reward and Recognition.** Several recognition approaches are used at the College, and a college-wide employee recognition task force is in place to support ongoing efforts. Some bargaining agreements provide for monetary merit awards for outstanding performance, completion of a special project in an

outstanding manner or implementation of cost-saving measures. The College has a policy in place that outlines the annual nomination process, award and employee eligibility criteria, and determination of final awards by the College cabinet. Recognition for outstanding work performance may be given to work teams or individuals. Work team recognition may be awarded for committee work, community service work, department achievements or could also highlight new innovations the group has or is implementing. Recognition of awards is done through the College Crossings, on a "recognition" web site, at staff development days and with their very own "pizza party."

Non-monetary awards include the annual Teacher of the Year program sponsored by Phi Theta Kappa (PTK) and various forms of recognition implemented by the Employee Relations Committee and Employee Recognition Task Force. For individual recognitions the College has established the "Best Bee of the Month Award." This award is given in recognition of committee work, community service work, individual achievements, extra efforts, exemplary service or demonstrated expertise in their field. Recognition of these awards is done through the College Crossings, on the "recognition" web site, at staff development days and with a special parking space for one month. Length of service is recognized annually at fall staff development days with a certificate and a gift from the College. Retirees are also recognized at an annual retiree reception and with a gift from the College. The president's "State of the College" address at each staff development event also highlights any external awards received, and letters of appreciation he has received from students, parents and a variety of other stakeholders.

### c. Hiring and Career Progression

**5.1c(1)** When a new position is established or an opening occurs, position descriptions are reviewed, modified or created to ensure they outline the responsibilities assigned and the minimum and preferred qualifications for the position. Depending on the type of position, the description may go through numerous iterations from the Leadership Council and/or program and department leadership. Consideration is given to the strategic directions, goals and values of the College when new staffing needs are determined. Search teams include representatives from diverse college constituencies. A new initiative implemented over the past year has been to involve search team members earlier in the process to identify skills and competencies, draft vacancy announcements, and recommend recruiting resources in addition to the existing responsibilities to develop screening tools and screen candidates. Search team members review all applicants against screening forms reflecting the required and preferred qualifications and characteristics. Additionally, interview questions and/or competency demonstrations are constructed to enable candidates to exhibit the knowledge, skills, and attributes they may bring to the College. Recent searches for faculty included interview questions to "screen

in” candidates with prior skills or a stated interest in developing online coursework and using technology in the classroom. This was done to reflect the College’s strategic intent to grow its market share in the online learning market and increase the effective use of technology. Questions related to how the candidates would support and build upon the College’s continuous improvement and diversity initiatives are also routinely included.

Currently the College is engaging in a strategic human resources planning process as one of its AQIP vital few projects. Development of a comprehensive human resources plan has been established as a college-wide goal for fiscal year 2006, and HR planning will be the focus of RCTC’s participation by a team in the CQIN Summer Institute. A significant aspect of this effort is to position the College to secure the right person for the right job at the right time. Critical to this effort will be to determine what knowledge, competencies, and characteristics are desired in current and future employees. This “right stuff” initiative focuses on ensuring that new hires have characteristics and competencies that support the College’s values and culture.

Approximately fifty percent of RCTC’s employees will reach retirement age in the next decade. Professional development, retention and succession planning will be key components of the human resources planning effort to strategically address the anticipated retirement turnover. These efforts will consider the current workforce, anticipated separations, and future needs of the institution if it is to remain a viable and growing organization. Adequate data and information will be critical to the success of these initiatives. New methods of gathering and reporting data will be implemented, such as new hire and exiting employee surveys to supplement the current faculty and staff satisfaction survey. This data is intended to answer why employees come, why they stay, and why they leave. An assessment of the data and information will identify the gaps between the current workforce and future needs to inform and focus the development of new professional development programs as well as retention and succession planning strategies to close the gaps. Development of the current workforce will be a major component of this effort to maximize career progression opportunities to the extent possible.

**5.1c(2)** Hiring at RCTC is conducted through a defined search process. Search teams are established for most positions needing to be filled. Exceptions to the search process are few and criteria exist to evaluate exceptions. Search team volunteers and nominations are sought. Appointments to a college search team are made by the president. Whenever possible, search teams include diverse representation from all college constituencies including students, staff, partners, and the community. Positions are announced through employment opportunities in targeted publications and websites. These may include local and regional newspapers, The Chronicle of Higher Education, higher education or professional trade

publications, higher education websites, internally on the RCTC website/bulletin boards, and the weekly employment postings published by the Minnesota State Colleges and Universities System.

On average, faculty and staff member have been employed by the College for more than eight years. Retention is achieved via a combination of factors. The first is the compensation and employee benefits negotiated in union contracts or outlined in personnel plans for the various employee groups. Collective bargaining is facilitated by the Office of the Chancellor of MnSCU and the Department of Employee Relations (DOER) for the State of Minnesota. Contracts and personnel plans differ, but they may specify provisions covering evaluation, workload, holidays, vacation, sick leave, insurance benefits, career development, salary administration, and many other terms and conditions of employment. RCTC’s Human Resources Office is responsible, with support from the MnSCU human resources department, for contract and benefit administration. RCTC desires to be the employer of choice. Various provisions in contracts may allow for added discretion. An example is the ability to grant merit awards. Each year, employee’s who are members of certain bargaining units may be given lump sum financial awards for performance based on the recommendation of their supervisor for service above normal standards or for special project work. Increases in salary occur through promotions, adjustments in salary ranges and periodic progression steps as negotiated in labor agreements.

Employees, depending on the full-time equivalent of their work assignment, are eligible to participate in the State Employee Group Insurance Program. This includes basic health, life, and dental coverage in addition to a variety of optional insurance such as short and long-term disability, long-term care, additional life and other insurance options, and specialized services. Spouse and dependents of eligible employees may also participate in the program. Employees may make changes in plan selections and options each year during an open enrollment period, or upon a “qualifying event” as defined in laws and contracts. Employees also have a variety of personal leave, vacation, sick leave and holiday benefits based upon their employee group and work assignment. Holidays include ten designated days plus a floating holiday. The College has been able to negotiate provisions with non-faculty bargaining agreements to allow additional flexibility in two holidays (President’s Day and Veteran’s Day) that essentially converts these holidays to floating holidays. This flexibility has been used to meet employee and/or college needs in a win-win manner. Vacation leave is accrued based upon work status and years of service. Similarly, sick leave accrues on a per pay period basis at a level dependent on work assignment. Other paid and unpaid leave options are available based on negotiated contracts. A variety of career development benefits are also defined in contracts and personnel plans.

The College has an active affirmative action task force of the college-wide Employee Relations Committee (ERC). The task force updates and publishes the College affirmative action plan on a biennial basis which also includes components on equal employment opportunity and diversity. Specific hiring goals and program objectives are established to ensure that these principles are incorporated into daily life at the College and move the program forward. Additionally, grants have been secured by faculty and staff for the College in the past two years to enhance understanding and tolerance of different ideas and perspectives. These grants funded several staff development programs on anti-racism, white privilege, diversity, "dialogue," and basic workplace civility. These grants were collaborative efforts with the Rochester Area Diversity Council. The College has also entered into a partnership with three other MnSCU colleges and hired a diversity trainer/investigator to enhance development efforts and improve timeliness/effectiveness of investigation into discrimination/harassment complaints.

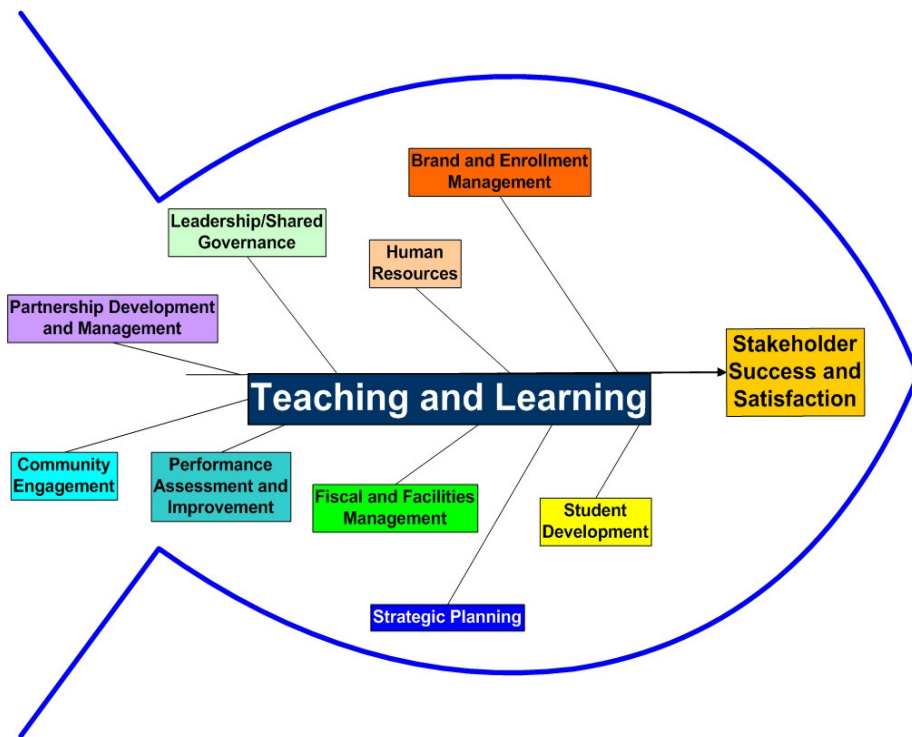
**5.1c(3)** In response to succession planning and leadership development needs, RCTC created a new leadership development program that was started in the fall of 2004 called "Leadership RCTC." The goal is to develop emerging leaders at RCTC in a comprehensive framework that recognizes the College's role in the community and its strategic vision as a teaching and learning organization. RCTC also supports and participates in the "MnSCU Leadership Academy," a system effort launched in 2004 as a comprehensive program for top leadership development at the President, Vice President, and Dean 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 participated in these leadership programs during the 2004-05 academic year. New supervisors regularly attend the "MnSCU Supervisory Core" training program designed to orient them to supervisory processes and practices specific to MnSCU and the State of Minnesota. Additionally, the RCTC Human Resources office offers periodic training sessions targeted specifically at administrators and supervisors across the campus to develop competencies in human resource management and leadership areas. During the 2004-05 academic year, sessions were offered in classification, compensation and performance evaluation processes. A seasoned mentor was also assigned to each of the three new administrators that RCTC hired in 2004.

By contract, the College allocates faculty development funds at the rate of \$250 per each full-time equivalent (FTE) faculty position at the College during the preceding academic year. These funds are administered by the RCTC Minnesota State College Faculty Association (MSCF) chapter through a committee that determines an equitable procedure for the distribution of faculty development funds. These funds are to be used to support the professional development of the faculty, the development needs of the academic departments or areas,

and the planned instructional priorities of the College. Funds provided by this section shall only be used for financing expenses of faculty members to attend conferences, workshops, take college courses and other activities off-campus, or for the provision of on-campus activities for staff development of the faculty. In addition, the faculty contract calls for Minnesota State Colleges and Universities system-level funds to be allocated, resulting in an allocation of \$500 per FTE faculty member.

Also supporting the career progression of faculty are sabbatical leaves. These paid leaves give faculty members the opportunity to secure education, training, or experience which will better prepare them to carry out their college assignments and will support their professional development and the needs of the College and the academic departments. The College also allocates staff development funding administered by the Office of Human Resources to support college-wide needs such as staff development days and individual development needs of non-faculty. As a result, all non-faculty are also eligible for up to \$500 in staff development funds each year for similar development activities to support their professional development plan. 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.

The selection system for faculty in community college programs is different than for faculty in career and technical programs. Faculty in career and technical programs are licensed by MnSCU. Initial licensure includes educational and occupational requirements, and in some cases professional requirements. It requires 8,000 hours of occupational experience that is directly related to the licensure field. Educational credentials and teaching experience can be substituted for some of the experience. Many credential fields, like Licensed Practical Nursing, EMT/Paramedic, Building Utilities Mechanic, etc. also require licensure or certification by the State of Minnesota or a national professional organization. Once initial licensure is granted, faculty teaching more than 16 credits must also complete the "Teacher Education Series" (TES), a series of five courses designed to ensure faculty understand the teaching and learning process. When the TES courses are completed, the faculty member is issued a five-year license subject to renewal. Renewal requires completion of 108 licensure renewal units (continuing education) approved by a local licensure renewal committee elected by the career and technical faculty membership. Over the past year, all processes to monitor and ensure that career and technical faculty secure and maintain necessary licensure have been reviewed and improved. The Licensure Renewal Guidebook has been updated and reviewed with the Licensure Renewal Committee. The College has also provided input and a faculty member has participated in a system-wide joint labor/management process designed to improve faculty credentialing efforts.



**Figure 5.1-1 Student Learning System**

Evaluation Component	Probationary Faculty	Full-Time Faculty	Adjunct/ Temporary Faculty	Off Cycle Evaluation
Class Observation	Yes	No – Peer Review Encouraged	Yes	Yes
Syllabus Review	Yes	Yes	Yes	Yes
Student Evaluations	Yes	Yes	Yes	Yes
Professional Development Plan	Yes	Yes	Optional	Yes

**Figure 5.1-2 Faculty Evaluation Components**

Core Measure	Description	Figure Ref.
Employee Training and Recognition CCSSE Benchmark	Categorical benchmark measuring faculty and staff satisfaction with training and recognition activities from the Campus Quality Survey	In Development
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	In Development
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**

## 5.2 Faculty and Staff Learning and Motivation

### a. Faculty & Staff Education, Training & Development

**5.2a(1,2)** Many professional development activities and the process for funding these efforts were addressed in section 5.1c(3). The Staff Development Task Force plans four All-College Staff Development Days each academic year to address common training needs across the College. The Office of Human Resources, Instructional Technology, the Center for Teaching and Learning (CTL), the Active Learning Advocate, and the Shared Governance and

Institutional Effectiveness committees develop additional education and training programs for faculty and staff. These efforts are further supported by the creation of professional development plans by faculty and staff. Faculty, staff, and administrators attend many external conferences, workshops and seminars identified in these development plans and are supported by college professional development funds. The Office of Human Resources has also created a calendar of training/development events listing activities that are being offered at the College and in the local community.

To support growth and future development of online programs, courses, and services, significant staff development efforts have been undertaken in the area of educational technology. These efforts are supported by Instructional Technology staff. Instructional Technology is a resource center for faculty and staff bringing technology into the classroom and workplace offering software support, design support and technology related classes. Diverse course offerings, including D2L (online course software), have been delivered in support of this college goal. In the past year, staffing in instructional technology has been assessed and additional resources have been added to enhance services and course offerings.

The assessment of student learning is another important goal of RCTC. Education and training efforts have been designed and delivered by the Assessment of Student Learning (ASL) Sub-Committee and CTL. The CTL is a collaborative professional development effort by MnSCU faculty to improve student learning through enhanced teaching effectiveness. The local CTL promotes and offers diverse learning opportunities in the areas of instructional technology, active learning, critical thinking, assessment of student learning, sharing of best practices, and internships. Over the past two years, RCTC, in collaboration with MnSCU, has created and staffed a position called the "Active Learning Advocate" to support CTL, ASL, and other instructional priorities. This position will evolve into a comprehensive faculty development advocate in the next year to comprehensively focus and enhance development efforts.

All college staff development days include topical workshops addressing legal, regulatory, accreditation, health/wellness, and safety. A staff development day activity called the "Office Olympics" has been included for the past two years. This series of fun and active events supports the College efforts to enhance the health and wellness of faculty and staff and aligns with RCTC's values of having fun and fostering teamwork. The event was facilitated in partnership with a local office supply business. In the past five years, 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 several occasions on identity theft and personal safety. In April 2006 a first-ever regional staff development day is being planned to bring the faculty and staff of four MnSCU colleges together to maximize development funding, enhance networking with regional colleagues, and provide an opportunity for sharing of best practices. RCTC will host this event in Rochester.

**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. As part of the survey, participants are asked to provide input as to

future education and training topics they would like to see offered by the College. Education and training courses include face-to-face delivery, satellite-based, and lab-based options. The Staff Development Task Force includes representatives from all employee groups and, when appropriate, other employees are asked to participate. Faculty and staff development will be a major component of the HR Planning AQIP Vital Few project to ensure our efforts are strategically organized, coordinated and communicated. In 2005, MnSCU added a Professional Development Coordinator for the system. The Coordinator developed and administered an on-line system-wide development needs assessment survey in conjunction with the college HR Directors. The results will be available, on a system-wide and college level, in the next few months to inform future development planning and programming. The Coordinator has also developed a system-wide training calendar that lists both MnSCU and campus training and development activities. This will provide another source of information regarding training opportunities beyond those listed in the College training calendar already in place.

**5.2a(5)** Professional development activities take into consideration individual needs and balance them against college goals and strategic directions. The development of professional development plans has a step in the process designed to align activities to college goals.

**5.2a(6)** Surveys are administered after staff development days, training sessions and instructional technology courses to determine faculty and staff satisfaction with education and training provided. 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). These are used to target improvement opportunities. As noted in 5.1c(3), professional development plans are developed in conjunction with faculty and their academic dean and staff with their supervisor to address individual needs supporting job and career development objectives.

## **b. Motivation and Career Development**

Union contracts and personnel plans for each employee group define career development benefits for faculty, staff and administrators. Benefits vary by employee group and contract/plan. Health/dental insurance, holidays, employer-paid leave of absence, personal/vacation leave, sick leave, unpaid leave of absence, life insurance, professional development and training, retirement, supplemental retirement. Tuition waiver and workers' compensation. Optional benefits include: tax deferral options, savings bonds, long-term care insurance, additional employee/spouse life insurance, and accidental death and dismemberment insurance. Faculty and administrators are also eligible for sabbatical leave. Faculty can participate in business and industry internship experiences. This benefit

is available to advance one's education, training or experience and better prepare them for their responsibilities. Leave may be granted for a period of up to one year with full, partial, or no pay. Persons requesting sabbatical leave must submit a plan meeting established conditions and go through an approval process as set forth in the faculty contract and administrator personnel plan. When the sabbatical is completed, the employee completes a sabbatical abstract to report on the success of their plan. A college report, indicating noteworthy sabbaticals, is also submitted to MnSCU once per year.

Faculty internships are available providing an opportunity to update and enhance their technical background, job knowledge or teaching skills. A committee jointly appointed by the Shared Governance Council and the College President determines eligibility. Faculty can share the success of their sabbatical, internship or other developmental/research activities with others across the campus through the UCR Faculty Lecture Series which is coordinated on an annual basis by a faculty member. Professional development opportunities may be supervisor- or employee-initiated and might include workshops, conferences or courses external to the institution. Faculty and staff have up to \$500 in professional development funds available. Additional funds may be available through departmental budgets and other sources.

### **5.3 Faculty and Staff Well-Being & Satisfaction**

#### **a. Work Environment**

**5.3a(1)** RCTC began its focus on employee wellness when a grant-funded program was established through the State Employee Health Promotion Program in the early nineties. The last year of grant funding was 1999. The Employee Wellness 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). The College has a number of staff education and training approaches focusing on technological change and performance improvement. A new initiative will be to train a team of ergonomic evaluators who will be able to perform workplace assessments to ensure that employee workstations are safe, comfortable and to reduce ergonomic injuries. This initiative will also look at proactive ways to prevent ergonomic problems. Availability of the workplace assessment service will also be publicized in new employee orientation and staff development days. The College has a Fitness Center in the Sports Center open to all faculty and staff for a small annual fee.

**5.3a(2)** RCTC has established a crisis management plan. This plan details policies, procedures, and steps to be undertaken for crises and disasters covering a wide range of campus emergencies including chemical/hazardous substance spills, civil protest, criminal or violent behavior, gas leaks, fire, flood, aircraft down on campus, death on campus, weather emergency, etc. Annual fire and tornado drills are conducted. The MnSCU system also has a Safety/Emergency Preparedness Director and staff with a who are available to provide consultation. A full-time Campus Security Coordinator, is supported by eight student security officers from the Law Enforcement program. The College is pursuing options to either hire a Safety and Health Officer or contract with a vendor to provide training, evaluate campus safety plans and practices, and ensure compliance with OSHA and other safety processes. The Facilities Committee also monitors health and safety issues.

#### **b. Faculty and Staff Support and Satisfaction**

**5.3b(1)** RCTC determines key workplace requirements (Figure 5.3-2) 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.

**5.3b(2)** Benefit programs for the College's diverse employee groups are negotiated in collective bargaining by MnSCU and the Minnesota Department of Employee Relations (DOER). Each employee is eligible for standard and optional benefits depending on bargaining unit and employment status .

**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 5.3-3) can be compared to other institutional groupings.

**5.3b(4)** Findings from the CQS inform college strategic planning and goals. Findings continuous improvement plans for the Office of Human Resources. Additionally, findings have 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.

Wellness Activity	Current Year Events	Prior Events	Participants
Fitness (Activity) Challenges	Here I Am, Mind at Rest, 05 Right Turn, Open Expression, Taking Care of You UCR Health Fair, Make a Change, Office Olympics, and Sharing Our Stories	Poker Walk, RCTC on the Move, RCTC Games (format and length of activity varies from year-to-year to maintain participant interest)	35-100 employees per event
Health/wellness classes	CPR, Yoga, Tai Chi	Same	15-50 per class
Speakers, presentations, displays and videos	Healthy eating, rape awareness, work/life balance, AIDS awareness	Winter hazard awareness, eating disorders, stress reduction, complementary or alternative medicine	10-200 per event
Stress Reduction	“De-Stress Room” during finals or last week of semester		Drop in participants not tallied
Work-site Flu Shots	Annual	Annual	53 given (1996), more than 200 given in 2003
Nutrition (Healthy Eating)	March Madness Nutrition Challenge	Healthy Pot Luck	30 participants in 2003, 55 participants in 2004
Work-site Blood Donation (open to students also)	Semi-annually	Semi-annual	54 units collected 3/03, 88 units collected 2/04

**Figure 5.3-1 Employee Wellness Approaches**

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

**Figure 5.3-2 Requirements of Faculty and Staff**

Core Measures	Figure Ref.
Overall Faculty and Staff Satisfaction	7.4-1
Employee Training and Recognition CQS Benchmark	In Development
Employee Empowerment and Teamwork CQS Benchmark	7.4-9
Top Leadership and Management Support CQS Benchmark	7.4-7
Quality Assurance CQS Benchmark	7.4-5
Quality and Productivity CQS Benchmark	7.4-4
Strategic Quality Planning CQS Benchmark	7.4-6
Measurement and Analysis CQS Benchmark	7.4-10
Healthy Environment Rating	In Development
Recommend RCTC as a Place to Work	7.4-2
Staff Development Day Ratings	7.4-11

**Figure 5.3-3 Faculty and Staff Satisfaction Measures**