

CATEGORY 4 VALUING PEOPLE

Explores your institution's commitment to the development of your faculty, staff, and administrators since the efforts of all are required for institutional success.

Introduction

Processes for Valuing People reveal a systematic maturity level and sees evidence of the beginning of transitions to aligned processes.

In the systematic category the Systems Portfolio demonstrates improvements in the way the college address and evaluates its identification of required skills and competencies (4P1), recruitment, hiring and retention processes (4P2/4P3), on boarding and orientation (4P4), WEAVEonline work process design (4P6), ethical practices established through the Family Educational Rights and Privacy Act (FERPA) training, BOT policy, Institutional Review Board (IRB) and academic honesty and integrity policies (4P7), T/LC and ELC training opportunities (4P8/4P9), faculty and staff performance evaluation (4P10), Emeritus/Emerita and Faculty Academic Rank and Promotion (4P11) employee motivation factors and satisfaction (4P12/ 4P13).

Process that are transitioning to aligned processes include those focused on employee engagement and training. The college uses the Personal Assessment of the College Environment (PACE) survey, among other listening and learning approaches, to determine the key factors that affect workforce engagement. Segmented results of the PACE survey are integrated into the Strategic Planning Process and analyzed by the President's Cabinet and Labor Management Council for evaluation demonstrating transitions to aligned processes. Recent evaluation and improvements to the professional development and training processes by the T/LC and staff professional development resources has resulted in offerings now aligned through the new Employee Learning Center.

Across faculty and staff alike health, safety, and security are managed through committee structures that include Employee Wellness, Safety, and the Crisis Intervention Team (CIT). The committees develop and deploy appropriate training programs, maintain compliance with federal and state legal requirements. Measures include monitoring health, safety, and security, OSHA recordable injuries, worker's compensation costs, and campus police crime statistics.

Although the management of skills and competencies occurs during the annual performance appraisal review for an individual employee and during the hiring/exit processes when a departmental position needs to be filled or becomes vacant; skills, competencies, and staffing levels are not systematically assessed at the cross-unit level during the strategic planning process to reflect workforce capabilities and capacity needs across the organization, although capacity is assessed during annual budgeting to project financial support requirements.

The college also recognizes opportunities for improvement in the areas of flow charting and documenting consistent hiring procedures and has already tasked an ad-hoc committee to this work. Additional opportunities reside in the consistent implementation of the new employee evaluation process and the Elucian HR software system.

Process (P)

4P1. The specific credentials and skills required for faculty are defined in the process to determine minimum competency requirements (CC3C). This process includes faculty, department chairs, and the academic Dean responsible for the position. The minimum competency list for full-time tenure-track faculty is developed by faculty and administrators, based on ICCB requirements, and approved by the BOT. The skills required for the position are determined by the academic deans who assess the instructional content and load that the faculty member will be teaching and create appropriate screening criteria.

The specific credentials and skills, required for staff and administrators are identified by assessing the operational needs of the position and department and are documented in the new or revised job description. In preparation for the implementation of a new performance evaluation system, all job descriptions were recently updated identifying the essential functions of the position as well as the marginal functions of the job. These essential functions now form the basis for the revised performance review process.

The Board of Trustees adopted a set of core values developed through a collaborative process and structured conversations with faculty, staff, and administrators. These core values are now included in all job descriptions establishing clear accountabilities from which all employees work.

The assessment of competencies is completed through the hiring process beginning with the review and revision of the job descriptions, application screening, interviewing, practical demonstrations, reference checking, and skills testing for some positions. As a multi-campus college, to ensure consistency throughout the college the tasks identified here are facilitated by the office of Human Resources (HR).

4P2. The BHC hiring process ensures people who are employed possess the credentials, skills, and values we require at a number of steps throughout the hiring procedure and ensures the college has the faculty and staff needed to provide for effective, high-quality programs, and student services. (CC3C) The candidate is required to certify the accuracy of their employment application at time of submission verifying they have the required credentials and skills outlined in the position job description. In addition to using behavior-based interviews, BHC uses references checks, letters of recommendation, transcripts, and certifications to verify candidates possess the credentials and skills necessary for the job. As part of the hiring process, the hiring committee creates a screening matrix that is utilized to evaluate the job related credentials, skills and values required as well as preferred by the job description. This matrix is used as a step in the screening process. Skills test on specific job related computer skills and teaching demonstrations are utilized as part of the hiring process.

Faculty are appropriately credentialed, including those in dual credit, contractual, and consortia programs as evidenced by the process audit recently conducted in 2012 in preparation for the ICCB Recognition process (CC3C). All hiring of instructional and non-instruction staff follow standard procedures that are managed centrally by the office of Human Resource. The faculty minimum competency documents are reviewed annually and disseminated to instructional administrators and department chairs. Documents are posted electronically on the BHC myBH web portal and are included in the BHC Faculty Handbook. Faculty expectations regarding being accessible for student inquiry are documented in Section 3.7 of the Faculty Contract. (CC3C) Each faculty member is expected to schedule and post for students a minimum of five (5) office hours each week.

Minimum competency information is used by the office of Human Resources in the advertising of open teaching positions, screening of applicants, interviewing of candidates, and is used by the deans and the Vice President for Instruction in reviewing credentials of those recommended for hire. The development

of the Faculty Minimum Competency document was guided by the ICCB policy on “Instruction and Teaching” which calls for: “generally accepted standards and practices for teaching, supervision, and administration in the discipline and subject fields to which the faculty will be assigned.” This document also provides information regarding the process to be followed to change or update competencies as the faculty member completes additional education. The office also maintains a list, which annually documents faculty requests for changes in competency and indicates if the request was approved or denied.

The Vice President for Instruction and the Deans of Instruction developed the adjunct faculty competency document, which serves as a guide to department chairs and deans in the hiring of part-time faculty. This guide outlines the requirements for the academic disciplines as defined by (a) master’s or doctorate degree qualified, (b) professionally qualified for career program instruction. This document has been disseminated to all instructional deans and to all BHC department chairs.

The office of the Vice President for Instruction is the official resource for the full-time faculty seniority, rank, tenure, competency list. This information includes numerical seniority rankings of faculty, name, teaching rank (instructor to full professor), initial competency, tenure date, years of service, and then additional competencies as they were added.

Faculty and staff personnel files are located in the HR office, which maintains official personnel files. All documentation regarding employment, benefits, teaching assignments, application materials and credentials, is maintained in secure HR personnel files.

4P3. The college actively recruits perspective employees throughout the year using processes such as job fairs, electronic job interests cards and NEOGOV. A recruitment team, which consists of human resources and a faculty member or dean, attends approximately 10 career fairs per calendar year. These career fairs are selected based on geographic location, target audience, and past record of foot traffic. The college recruits active staff and faculty career seekers as well as passive career seekers through the utilization of electronic job interest cards to capture contact information for candidates who are interested in positions that are not currently open. The NEOGOV applicant tracking computer system notifies job seekers of current openings based on their area of specified interest. Finally, the college has an employee referral incentive program, which awards a gift card to current employees when a referred candidate is hired.

BHC maintains an Affirmative Action Plan (AAP), which describes recruiting practices that are designed to generate diverse pools of applicants for all open positions. For example, vacancy notices are sent to several community organizations that provide services to diverse populations. One improvement in the recruiting process has been to place advertisements in a local Spanish language newspaper in order to generate pools with more Latino applicants.

The AAP describes hiring practices that provide for a fair and legal screening and selection process. For example, all employees who serve on hiring committees and all others involved in the screening and hiring process are required to participate in training that informs them of equal opportunity and affirmative action laws and regulations. Training includes content related issues of bias that could potentially affect applicants belonging to classes of people protected by federal and state EEO laws. The Hiring Committee Training is evaluated by participants and improved accordingly. A recent improvement, based on participant feedback, was lengthening the training to include more specific examples of cultural differences that might be encountered.

The hiring of faculty and staff includes participation by the HR office, the appropriate Hiring Authority, and a Screening/Hiring Committee and follows the process outlined below.

- Relevant position information is gathered by the hiring authority and provided to the HR office to create an online NEOGOV posting and advertisements, as appropriate.
- The screening / hiring committees are formed as outlined in the Hiring Guidelines set forth in the Administrative Guidelines.
- The committee reviews and scores applications, submits interview candidates for scheduling by HR and interviews the candidates.
 - Applicants for faculty and some staff positions are required to submit a resume, and unofficial transcripts. The Committee may require additional information from applicants.
 - Applicants for faculty positions perform a 15-20 minute teaching demonstration.
- A list of finalists is submitted to the Hiring Authority, who may perform a second interview.
- Background and reference checks are performed, a position offer is determined, and a job offer is made.
- Upon acceptance, the Onboarding Process begins.

As a retention strategy, BHC conducts an intensive two-day orientation for new employees, which provides for rapid onboarding and initiation to the culture and goals of the organization. This program is a recent improvement to a process in which new employees formerly participated in sessions over a three-month period. The improvement is intended to increase orientation completion rates and provide for a faster and more comprehensive onboarding experience, increasing the satisfaction and engagement of new employees as well as increasing their chances for success, all leading to increased retention.

The college also utilizes a faculty mentor program and a staff ambassador program as retention tools. New faculty members are paired with senior faculty members for a period of an academic year. The mentor serves as a resource for the mentee by assisting them in getting to know and understand college culture, policies, and procedures. The pair must meet a minimum of six times and discuss topics such as classroom management's issues, instructional strategies and techniques, student retention, and state reporting requirements. The staff ambassador program brings together staff members from across various departments within the college. Staff members in attendance take the opportunity to share information about their job as well as the primary roles/services their department provide.

The college offers a comprehensive and competitive benefits package to its full time employees. These benefits include medical, dental and vision benefits, vacation and sick leave, personal days, tuition waiver, tuition reimbursement program, professional development programs, technology loan program, life insurance, wellness programs, and paid holidays. Part time employees are also afforded benefits such as personal days, sick leave, tuition waiver, wellness programs, and paid holidays.

4P4. To orient employees to the history, mission and values the college uses several custom defined onboarding process. Experience BHC is a two-day orientation for new staff employees, includes an overview of the college's history, vision, mission, values, and strategic priorities. The experience also provides information about the college's brand promises as well as its philosophy and approach to the student as a learner. New faculty participates in a half-day orientation program at which they are given an overview of the college's history, vision, mission, values, and strategic priorities. The faculty mentor program is also utilized to orient new full time faculty members and reinforces the application of the college's history, mission, and values. New adjunct faculty in the adult education department participate in a full day orientation at which they are given an overview of the college's history, vision, mission, values, and strategic priorities as well as necessary mandatory trainings.

Quarterly Supervisor/Department Chair updates provide supervisors and faculty department chairs with current information related to college strategic priorities and reinforce core values.

All employees who log in to the college computer network view a core value screen featuring a different core value each week. All employees have received a wallet size core values card that includes the

college's vision and mission. New employees receive this card in their new employee packet on the first day of employment.

4P5. To plan for changes in personnel the President's Cabinet agenda includes a standing agenda item for the discussion of personnel changes. Those discussions include the planning, recruitment, retention, and separation of personnel. The group collaboratively discusses personnel needs in order to reach an outcome that is best for the employee, the department, and the organization.

Workforce capacity needs are assessed annually during the development of department budgets in order to assure sufficient financial resources to support sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty. Additionally staff positions are assessed to ensure there are sufficient staff to carry out the work of the key work systems discussed in 6P4. (CC3C) Skill sets are monitored by supervisors and documented in job descriptions. The assessment of competencies is initially completed through the hiring process beginning with the review and/or revision of the job descriptions, application screening, interviewing, teaching demonstrations, reference checking, and skills testing for some positions. The President's Cabinet assesses staffing levels when a request to fill or create a part-time or full-time permanent position is made. On the occasions when a reduction in force is necessary, BHC uses attrition to the maximum extent possible to minimize the impact on the workforce.

In order to better position the college for growth and flexibility, the student learning work system has developed a new process to analyze the need for new full-time faculty tenure track positions. In the past, one of the main 'triggers' for this was a reactionary approach to retiring faculty. The new process takes into account several factors such as new program teaching needs, anticipated program growth, Full-time Equivalent (FTE) for adjunct hours taught and, difficulty in finding qualified adjuncts. The new process is targeted for implementation in Spring 2013.

4P6. The design of work processes is guided by the strategic planning process discussed in category 8P1. Each cabinet member is responsible for the design of the key work processes within their work system through the development of WEAVEonline unit plans (8P1). The strategic objectives guide that development at the division, departmental and program unit level by aligning each unit plan objective to a strategic objective. The development of unit plans includes the participation of the appropriate unit faculty and staff members. Departments developing unit plan objectives that require cross-departmental attention are required to discuss such objectives with all participants to ensure alignment of work is identified and documented in each unit plan. During the strategic planning process, cross-departmental action plans and corresponding cross-functional teams/committees are identified, each offer employees the opportunity to participate in college-wide improvement efforts. Additionally the college designs its work processes and activities to be compliant with federal, state, and local laws and external funding grant requirements.

4P7. BHC ensures the ethical practices of employees through introductory and ongoing instruction such as mandatory FERPA training. In addition, employees are familiarized with the college's core values of appreciation of diversity, caring and compassion, fairness, honesty, integrity, respect and responsibility throughout their interactions at BHC, including core value of the week, opening meetings with a core value reflection, core value cards, and interview questions regarding the core values.

The Board of Trustees Policy 4.56 Ethics specifically state the college will follow the Illinois General Assembly State Officials and Employees Ethics Act (Public Act 93-615, effective November 19, 2003, as amended by Public Act 93-617, effective December 9, 2003, codified at 5 ILCS 430/1-1 and following), regulating ethical conduct, political activities and the solicitation and acceptance of gifts by State officials and employees (CC2A).

The Faculty Senate Institutional Review Board provides oversight to ensure the integrity of research and scholarly practice conducted by faculty, staff, and students meets all federal guidelines. (CC2E) The IRB's Guidelines for the Protection and Ethical Treatment of Adult Human Subjects in Research is available to faculty, staff, and administrators through myBH. Faculty who wish to submit grant applications for intended research must have proposals reviewed by the appropriate chair, dean, and Vice President for Instruction. The IRB documents are to guide faculty and staff in the protection and ethical treatment of human subjects in research. These documents have been constructed in accordance with the Code of Ethics used in the core Human Sciences, as well as the Federal Guidelines that relate to human research subjects, and the Black Hawk College Core Values.

Additionally, the college Faculty Handbook outlines the procedures to be followed by faculty regarding academic honesty and integrity. (CC2E) At the beginning of each semester, each instructor informs students about the college policy on cheating and plagiarism. Each student bears the ultimate responsibility for being aware of college policy, regardless of whether or not the faculty member has provided this information. Since it is the faculty member's responsibility to assign grades, it is also his/her prerogative to determine what constitutes cheating or plagiarism in his/her classes. The faculty member determines the consequences for cheating or plagiarism. Unless that judgment can be shown to be either capricious, arbitrary or in bad faith, the faculty member's judgment will stand.

In addition, all administrators and the BOT file Economic Interest Statements with the appropriate County Clerk's Office. (CC2A)

4P8. The college utilizes several listening and learning process such as the T/LC surveys, QCPDN surveys, staff development surveys to determine training needs of employee groups. The T/LC conducts periodic surveys of faculty development needs, guided by the Faculty Senate Development Committee. Additionally, the T/LC collaborates with the Manager of Training to conduct a bi-annual assessment of college-wide training and development needs. The Staff Development Committee is an employee committee that provides input to the Manager of Training regarding staff training and development needs and conducts a bi-annual survey of staff training needs to inform its Staff Development Week planning.

Through a partnership with the QCPDN, a bi-annual assessment of college-wide training needs is conducted including a questionnaire for senior leaders to identify the most significant training needs of the institution. The mission of the QCPDN is to share resources and to create professional development opportunities for faculty and staff that meet the common needs of member institutions. The Network (Augustana College, Black Hawk College, Eastern Iowa Community Colleges, Palmer College of Chiropractic, St. Ambrose University, Trinity College of Nursing & Health Sciences, and Western Illinois University-Quad Cities) embraces innovation, life-long learning, collaboration, and cost effectiveness as guiding principles. The QCPDN uses this survey to identify common needs and to guide decisions regarding what to offer for the benefit of all member institutions. The input and ongoing consultation between the Manager of Training and senior leadership enhances alignment of training initiatives with the college's short- and long-range organizational plans. Because of the survey, the QCPDN purchased a license for Atomic Learning. Utilization was widely varied across the different institutions however; BHC has had higher utilization and is currently considering purchasing an independent license.

To align employee training with short and long-range organizational plans, Presidents Cabinet, directors, and managers are responsible for ensuring the employees in their areas receive training and development

needed to contribute appropriately to the accomplishment of the department's goals that are further aligned with the college's strategic plan. Faculty and staff providing student support services such as advising are expected to complete a standard advisor training module. (CC3C)

These varied approaches to employee development needs analysis have supported the development and implementation of a robust employee development program described in 4P2, 4P3, and 4P5. To ensure faculty members are current in their disciplines and adept in their teaching roles the T/LC provides up-to-date educational and training seminars and workshops and is a part of the QCPDN. (CC3C) The T/LC works closely with faculty mentors, with administrators and with faculty in the identification of appropriate topics for educational opportunities.

The T/LC supports student learning through programs, services, and resources that address the professional development and instructional support needs for the full- and part-time faculty. The T/LC focuses on instructional strategies to support development of dynamic educational programs, assists faculty in the integration of innovation and technology within their teaching, facilitates collaboration with external partners, and encourages reflective dialogue among faculty about their own teaching experiences and insights. A publication is developed and distributed for the fall and spring semesters, which lists training opportunities sponsored by the Employee Learning Center.

4P9. The college has various approaches for training and developing faculty, staff, and administrators so they can contribute effectively to attaining the college mission and are qualified to provide student support services such as tutoring, financial aid, academic advising, co-curricular activities and instruction. (CC3C) The onboarding process is customized to address the specific needs of different employee groups (faculty, staff). Recent improvements to the onboarding process have ensured that all employee groups are exposed to the same common elements of mission, vision, values, strategic plan, and branding however is flexible to build in training to address the unique needs of each group.

The onboarding process is an intensive two-day orientation for new employees and provides for rapid onboarding and initiation to the culture and goals of the organization. Supervisors participate in an additional supervisor development program. Supervisors also have the opportunity to participate in the QCPDN's Professional Supervisor Certificate Program.

During the annual Staff Development Week, various professional development sessions are offered. These sessions are designed to address identified training needs and interests of employees, departments, and the college as a whole. Employees may access the tuition reimbursement program to take college credit courses and/or pursue degrees. Tuition waiver is also available for employees who wish to take BHC courses to enhance their skills or pursue a degree.

Funding for professional development is provided through the annual departmental BFO process. Faculty and staff utilize these professional development resources to attend workshops and seminars in order to stay current in their disciplines and to maintain official credentials. The Teaching Learning Center conducts various learning events aimed at developing teaching skills. Faculty members have the opportunity to participate in the QCPDN's Excellence in College Teaching Certificate Program.

BHC reinforces the orientation experience by assigning an ambassador to each new staff member and a mentor to each new faculty member. Supervisor training and development is reinforced through periodic update meetings and special topics training.

4P10. The college conducts personnel evaluations at different cycles of one's employment. The Performance Appraisal Review system designed especially for non-faculty employees creates a partnership between supervisors and those they supervise, to foster personal and professional growth, recognize achievement, and enhance the team connection within their working environment. Until January 2012, supervisors evaluated each non-faculty employee annually based on a set of factors/competencies specific to the position. These factors were shared with each staff member as a way of communicating performance expectations. Because of a recent reevaluation of the effectiveness and relevancy of the performance evaluation system, all job descriptions were updated using a new format identifying the essential functions of the position as well as the marginal functions of the job. These essential functions now form the basis for the revised performance review process, which the college will implement beginning in January 2013. The revised performance review process includes a self-evaluation, completed by the employee, in addition to the supervisor's evaluation to be reviewed and applied to setting goals for continued employee development.

All new full-time and part-time employees and those hired after loss of seniority are considered probationary employees for six months from their hire date (e.g., an employee hired on January 15 would be probationary until July 15). During the probationary period, the employee's immediate supervisor conducts a preliminary evaluation after two months from the date of hire to ensure the employee has the required skill set for the position. The final evaluation is issued and filed with the HR office no later than six months after date of hire.

Faculty performance evaluations are used for improvement of instruction and as a basis for decisions related to tenure, retention, and promotion (CC3C). The process is documented in the Agreement between Board of Trustees and Black Hawk College Teachers Union. New faculty receives an annual contract for their first three years, during which they participate in an annual evaluation, including classroom observations by the dean and a department chair. Upon successful completion of three consecutive years, the faculty member is eligible for tenure and performance evaluation is tied to a higher level of expectations defined in the Academic Rank and Promotion Process. During the process for all non-tenured faculty members and faculty members, apply for promotion the immediate supervisor and Department Chair completing separate evaluations for each 12-month period. Evaluations consist of classroom observation for at least 50 minutes. When an evaluation is to be made, the immediate supervisor asks the instructor to supply a list of several classes meeting dates that would be suitable for observation, and the evaluation takes place on one of those dates. A follow-up conference between the immediate supervisor, the Department Chair, and the faculty member is held within ten working days of the classroom visit. Faculty members in their final probationary year are evaluated by their Department Chair and by their immediate supervisor prior to the meeting at which the tenured members of their instructional unit will make a tenure recommendation about them. (CC3C)

The immediate supervisor and Department Chair may complete evaluations as necessary when there are persistent, documented instances (e.g., student complaints, faculty concerns, public comments, administrative recognition), indicating that there may be a problem with classroom instruction of a faculty member, or as requested by a faculty member.

Faculty members eligible for promotion are evaluated in the Fall semester by their Department Chair, as well as by their immediate supervisor. Evaluations of these eligible applicants occur prior to a meeting at which the tenured members of their instructional unit make a promotion recommendation.

4P11. The college designs its employee recognition, reward, compensation, and benefit system to align with the college's strategic plan priority of Networking an Engaged Workforce. The strategic goal is to further develop the workforce through targeted leadership development where persons with common interests assist each other and promote a culture of learning, growing, and collaboration within the college.

Employee recognition is an important factor to overall employee engagement. Service awards are presented to employees by senior leadership at the annual staff development faculty assembly days. Prior to the award presentations, the employees receive a letter thanking them for their service and dedication to student success and at that is able to choose a unique gift from a list based on five-year increments of service.

The Emeritus/Emerita recognition exists to honor those staff and faculty members who have provided commendable service to the college, who have retired and have served a minimum of ten (10) years as a full-time staff/ faculty member or a minimum of 20 years for adjunct faculty (a total of 40 spring or fall terms for adjunct faculty). Staff nominations are accepted by the Human Resource Office, supported by President's Cabinet, and approved by the Board of Trustees. Members of the department for which the faculty member has served take a formal vote to nominate the retiring faculty member. The recommendation is then forwarded to the faculty senate for approval. In the event that the faculty senate approves the recommendation is forwarded to the President and President's Cabinet with final approval made by the Board of Trustees. These awards express the college's gratitude for this service and entitle those so honored to certain privileges, including the following: parking privileges, receipt of college publications, admissions to college events and library privileges, Email and tuition waivers.

The Faculty Academic Rank and Promotion process (e.g., tenure, retention, academic rank, and promotion) is the faculty approach to review instructional performance of faculty for the purpose of encouraging, recognizing and rewarding those faculty members who excel in fulfilling their responsibilities to their students, to their departments, to BHC as a whole, and to the larger community.

The Staff Development Committee sponsors two annual appreciation events. These are conducted during the fall and spring semesters at all college sites and are tailored to meet the specific needs of the segmented workforce. Events have included ice cream socials and the distribution of candy bars with customized thank you wrappers.

BHC offers a wide variety of services and benefits to faculty and staff. These services are detailed in the appropriate employee handbook or negotiated union contract. The college offers a comprehensive benefits package for full time employees that include health insurance, dental and eye care coverage, life insurance, disability insurance, sick leave, personal days and vacation leave. All regular full and part-time employees earn vacation and sick leave in accordance with the various agreements. Other benefits include tuition reimbursement, tuition waiver, and a Section 125 Plan, which allows participating employees to pay allowed expenses with untaxed dollars. Employees may also elect to contribute to a 403(b) retirement plan through a vendor contracted by BHC.

In order to tailor these benefits to the needs of the diverse workforce and to ensure consistency and cost containment, BHC has formed an Insurance Oversight Committee, which has a representative from each work group/union. This committee reviews quarterly the health plan options and employee utilization statistics. The group meets with the third party administrator and the prescription plan representatives to analyze BHC plan and discuss ways to reduce costs or offer benefits to help improve the health of the college workforce. The ultimate goals of the Insurance Oversight Committee are to maintain one college health insurance plan, one college oversight mechanism, and to provide quality and affordable insurance to employees without creating an undue burden on college finances.

4P12. The college determines key issues related to motivation of its faculty, staff, and administrators by asking employees for input at several points in their relationship with the college. One primary source of information is from the PACE. The PACE survey developed by the National Initiative for Leadership and Institutional Effectiveness has been administered every other year since 2004. The survey is a 56-item survey that measures employee satisfaction and overall institutional climate. The employee response rate has grown from 38.6% in 2004 to 63.3% in 2010 and will again be administered early in 2013. Based on the Gallup organization's research on employee engagement and benchmarking with the CQIN experience with the Ritz Carlton in 2008, ten customized questions were modified to closely align with the research on engagement factors. The results of the survey are disaggregated by employee group and analyzed by Presidents Cabinet, Labor Management Council, Supervisors, Department Chairs, and the strategic planning committee to identify opportunities to improve employee engagement and satisfaction. Examples of improvements include improved supervisor training and conversations on; leadership lessons from **Toy Box Leadership** by Ron Hunter Jr. and Michael E. Wadell; employee attitudes and motivation; what makes them stay-four ways to engage your team; and a host of leadership resources made available to supervisors through a lending library. In addition to these topic-based discussions, several departments and teams have engaged in strengths-based activities and discussions, working with the leader/supervisor in each case to follow strengths-based leadership principles.

4P13. To provide for and evaluate employee satisfaction, health and safety, and well-being the college offers a wide variety of services and benefits to faculty and staff, including a comprehensive benefits package for full-time employees that includes health insurance, dental and vision coverage, life insurance, disability insurance, sick leave, personal days and vacation leave. All regular full- and part-time employees earn vacation and sick leave in accordance with various collective bargaining agreements and college policy (for non-represented employees). Other benefits include an Employee Assistance Program (EAP), tuition reimbursement, tuition waiver, and a Section 125 Plan, which allows participating employees to pay eligible expenses with pre-tax dollars. Employees may also elect to contribute to a 403(b) retirement plan through a vendor contracted by BHC.

Employee satisfaction is measured using PACE, a standardized measurement of employee satisfaction, which allows BHC to compare its results internally across bi-annual administrations of the assessment as well as to national norms. (4P12)

BHC utilizes a variety of approaches to address employee health and safety. Full-time employees are eligible for the college's health insurance program, which provides for routine physicals, periodic screenings, and immunizations. Additionally, employees may use, free of charge, on-campus fitness centers. Various free lunch time wellness activities are offered, including nutrition classes, yoga, meditation, Tai Chi, Pilates, and swimming. Wellness education sessions are offered annually during Staff Development Week in March.

BHC has a CIT with members from all college locations and BHC counseling department. The Crisis Intervention Team Manual is distributed to all employees at hire and is available in myBH. The new employee orientation includes a session called Safe at BHC, which focuses on crisis intervention, safety, and security. Various safety videos are accessible to employees on myBH, and supervisors receive safety information as needed during quarterly supervisor updates. BHC continues to assure that all college facilities are compliant with ADA standards and conducts routine fire drills. Campus Police, custodial, maintenance and grounds staff participate in regular safety trainings and all new employees participate in hazardous materials training.

The Black Hawk College Police Department has responsibility for enforcement of laws and ordinances at all college sites. It maintains an emergency response plan for the protection of lives and property during an emergency through effective use of college and campus community resources.

Results (R)

4R1. The measures for Valuing People are found in 4R2.

Staff development week offers educational opportunities for 250 staff employees. During the week, 15 educational breakout sessions are offered for employees to attend. Approximately 200 staff employees take advantage of the breakout sessions offered.

The college spends approximately \$3.5 million dollars on employee health benefits. Disease management programs have a utilization rate of 7%. Preventative health programs have an average 21% utilization rate.

4R2. At Black Hawk College, we value employee feedback and have been administering and analyzing the PACE survey since 2004. Assessing and addressing employee expectations and perceptions is the best way to get to the heart of employee matters and to assure that employees' thoughts and attitudes are aligned with Black Hawk College's mission and strategic plan. Several indicators are being monitored including open and ethical communication, trust, and opportunity to advance.

A goal of the Networking Employee strategic plan priority is to develop further the college workforce through a targeted leadership development system where persons with common interests assist each other and promote a culture of learning, growing, and collaboration within the college. To that end, the college monitors two metrics: professional development opportunities are available, Figure 4R2-1, and the opportunities for advancement, Figure 4R2-2.

Reported in Figure 4R2-1, employee perceptions of professional development and training opportunities have steadily been improving. This metric was first introduced in the 2006 administration of PACE, has improved every year and is reflective of the improvements that have been made through the development of the Employee Learning Center.

Figure 4R2 – 1 Development/Training Opportunities



remained flat and campus police saw a slight decline. In 2010, all BHC employee groups had a level of satisfaction with professional development/training opportunities that either increased from 2008 and or was above the 2010 benchmark. PACE did not originally ask this question in 2004, 2006 therefore no national benchmark data is available for those respective years.

Collectively the mean for this item was 3.07 in 2006, 3.43 in 2008, and 3.74 in 2010. Professional non-rep, FT Faculty, professional technical, and United Auto Workers (UAW) staff all report-improved perceptions while adjunct faculty

Figure 4R2 – 2 Opportunity for Advancement

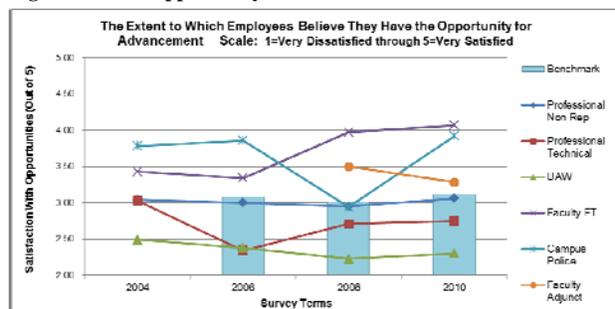
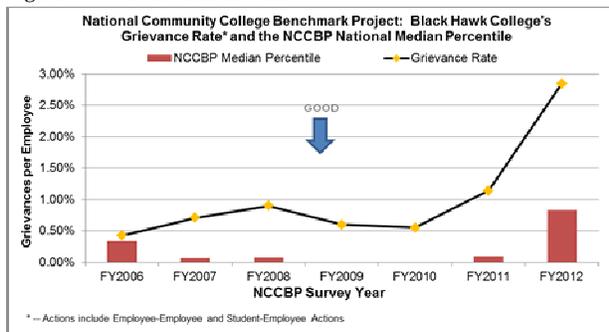


Figure 4R2-2 reflects the perception of employee regarding the opportunity for advancement. The collective performance by all employees for 2010 (3.20) as significantly different from that of the 2008 survey respondents (2.98) and has experienced a continued improvement since the 2004 survey (2.93). The disaggregated data indicates improved perceptions by FT faculty and campus police with both of those groups performing better than the national benchmark. UAW, professional Technical and professional non-rep remained relatively flat with a decline in perceptions by the adjunct faculty. It is noted further that the organizational structures in place for FT faculty and campus police have built in promotion and hierarchical procedures that do not exist in other units. PACE did not ask this question in 2004 and therefore national benchmark data for that year is not available.

Figure 4R2 – 3 Grievance Rate



the occurrences divided by the number of full-time and part-time employees. While the college saw an increase in the grievance rate it is consistent to that of the national benchmark.

The college is committed to a work environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere that promotes equal

BHC is intent on creating the environment and resources that attract, develop and retain high-quality employees. One measure used by BHC is the number of grievances filed in a particular year, Figure 4R3-3. A grievance action is those that are filed in accordance with to the college policies and include employee to employee and student to employee actions. The benchmark data than takes

Figure 4R2 – 4 Harassment Rate

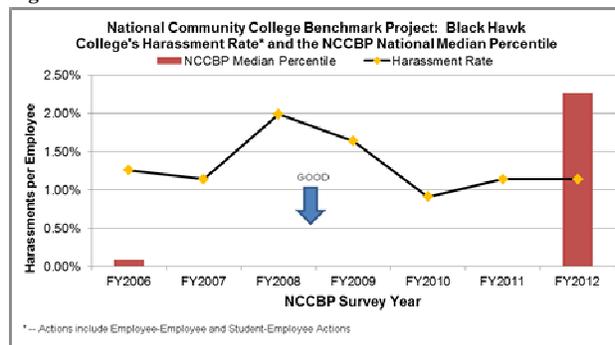


Figure 4R2 – 5 Crime Statistics

Black Hawk College					
Offense	Year	On Campus Property	Non-Campus Property	Public Property ²	Total
Liquor Law Arrest	2009	6	0	0	6
	2010	3	0	0	3
	2011	5	0	0	8
Liquor law violations referred for disciplinary action	2009	6	8	3	17
	2010	3	0	0	3
	2011	0	0	0	0
Drug law arrests	2009	2	1	0	3
	2010	0	0	0	0
	2011	0	0	0	0
Drug law violations referred for disciplinary action	2009	2	4	1	7
	2010	0	0	0	0
	2011	0	0	0	0
Illegal weapon arrest	2009	2	0	0	2
	2010	0	0	0	0
	2011	0	0	0	0
Illegal weapon violations referred for disciplinary action	2009	2	2	1	5
	2010	0	0	0	0
	2011	0	0	0	0

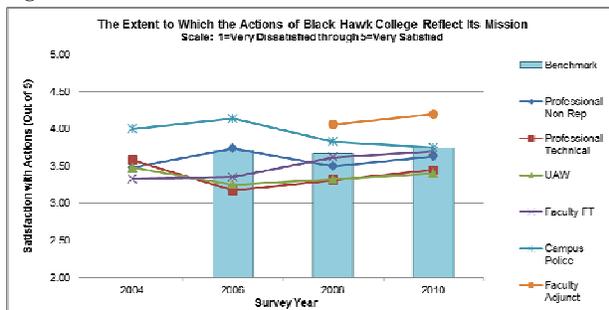
employment opportunities and prohibits discriminatory practices, including harassment. Therefore, BHC expects that all relationships among employees or students will be free of bias, prejudice, and harassment. Figure 4R3-4 reflects the improvement made on this metric. After a steady decline since 2008 the rate has remain stable and below that of the benchmark.

As discussed in 6P3, the college campus Police department together

forms a partnership to develop a sense of college pride and an atmosphere intolerant of crime on campus. The data reviewed and available to the public via the college website indicate that indeed the college campuses foster a safe environment. No violations are reported for the areas of murder, manslaughter, sex offenses, robbery, aggravated assault, burglary, or arson

4R3. To measure the productivity and effectiveness of faculty, staff, and administrators the college monitors employee feedback, revenue to cost ratios, and credit hour production.

Figure 4R3 – 1 Actions Reflect Mission



the exception of the police, are at or below the national benchmark.

The Curriculum Review process, reported in Figure 4R3-2, is analyzed by the Vice President for Instruction, the Academic Deans, Vice President for East Campus, and the Director of Planning and Institutional Effectiveness. The intent of this report is to evaluate the capacity of the “teaching department” to manage revenues, and to direct instruction costs and other department costs in a manner that is financially responsible. A small sample of the report is reported below. The process used to produce Curriculum Review includes:

- Systematically collecting course-level data (enrollment, headcount, and direct instruction cost).
- Organizing course-level data by predetermined financial budget departments.
- Assigning direct instructional costs (salary and benefits) to the course and therefore to the financial budget department.
- Determining direct instructional costs (salary and benefits) derived from the actual cost identified through faculty load/overload and adjunct faculty contracts.
- Assigning other departmental costs incurred to the teaching department.
- Departmental costs include costs identified in a corresponding finance budget such as equipment, supplies, and travel.
- Calculating revenue by collecting the number of department credit hours produced by the courses assigned to specific financial budget(s) into a formula that encompasses in-district tuition; lab, material, and technology fees; reimbursable apportionment; and equalization.

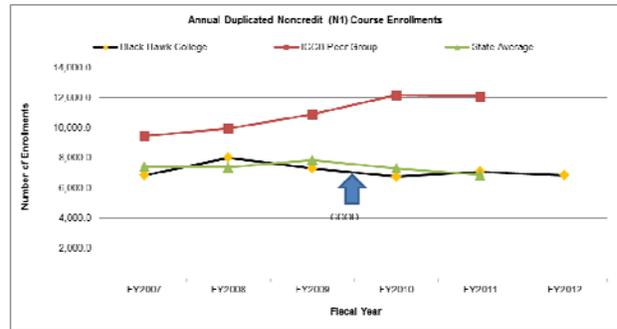
Reported in Figure 4R3-1, the employee perceptions of the extent to which the actions of the college reflect its mission have improved over the four survey administrations. Employees report an improved perception moving from a mean of 3.47 in 2004 to a mean of 3.65 and Figure 4R3-1 documents that in 2010, five of the six groups (UAW, professional technical, professional non-rep, FT faculty and the police) all reported improved mean scores. All employee groups, with

Figure 4R3 – 2 Curriculum Review Sample

Dept No	Department Title	REVENUE TO COST RATIO		
		FY 2009	FY 2010	FY 2011
1110	ENGLISH/PHILOSOPHY/READING	1.29	1.44	1.36
A110	FOREIGN LANGUAGE	1.04	1.13	1.37
1111	ART	1.44	1.52	1.66
1112	MUSIC	1.56	1.38	1.37
1113	COMMUNICATION ARTS	1.47	1.55	1.70
1114	PSYCHOLOGY/SOCIOLOGY	1.41	1.73	1.75
1115	HISTORY/GOVERNMENT	1.92	1.79	1.96
1116	THEATRE	-	-	2.58
1118	FINANCIAL ACCOUNTING	0.93	0.98	1.04
1119	ECONOMICS	1.31	1.46	1.39
1121	HEALTH/PHYSICAL EDUCATION	1.13	1.12	1.33
1122	BOLOGY	1.74	1.82	1.83
1123	MATHEMATICS	2.05	2.13	2.31
1124	ENGINEER/PHYSICAL SCIENCE	1.11	1.08	1.15

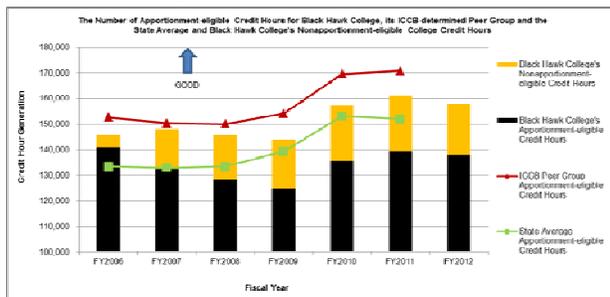
The college offers a wide range of educational opportunities to appeal to all members of BHC's district. Therefore, the better the college recruits, markets, schedules courses, delivers services, provides learning, and communicates to the citizens of the district, the greater the likelihood credit hours will increase. As the college improves these key work processes, credit hours should increase and, based on the needs of the students, increased completions should follow. To measure the production effectiveness of the faculty and staff the college monitors non-credit course enrollment as

Figure 4R3 – 3 Non-Credit Course Enrollment



those enrollments in community services and short term professional and continuing education programming and measures state reimbursable credit hours. Reported in Figure 4R3-3 non-credit course offering in the Professional and Community Education department have remained stable over the past three years.

Figure 4R3 – 4 Apportionment Credit Hours

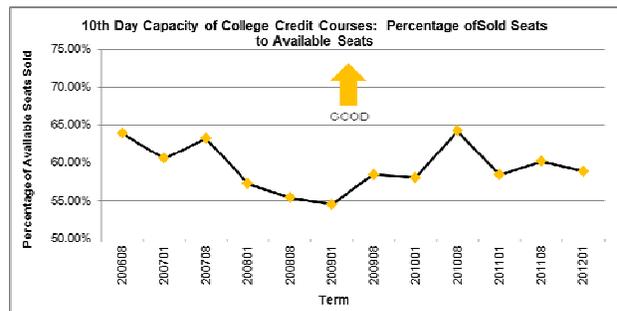


apportionment credit hours also have remained relatively stable over the past three years.

college building only those sections that potentially can be filled and in demand by students. Or are they building sections simply based on last year's basic schedule? By continuing to carry sections that are not generating credit hours (seats sold), there is greater potential for the college to be wasting resources, including human, material, and fiscal.

Figure 4R3-5 reports seats sold (headcount). This data is used in decision making in two ways. First, when developing a semester's schedule, is the

Figure 4R3 – 5 Credit Course 10th Day Capacity



Second, for those sections that do generate credit hours, the college examines the distribution of seats sold per course section. After the priority enrollment period, sections of a course are examined for headcount (seats sold). At that time, academic Deans determine which sections with low headcounts can be cancelled, knowing that there are other sections available to those students from the cancelled sections. The college has increased their productivity by consolidating sections with less than cost-effective headcount (seats sold) while not creating undue hardships to students.

4R4. Comparative performance results of other higher education organizations are presented and discussed, where applicable and available, in 4R2 and 4R3.

Improvement (I)

- 4I1.** Recent improvements BHC has incorporated in the area of Valuing People include the following:
1. The Employee Learning Center (www.bhc.edu/elc) houses just-in-time learning resources for BHC employees. Employees may access technology tutorials or click to get various types of information, including FAQs for new technology, Web 2.0 tools, professional development podcasts, and forums by academic discipline, as well as resources for helping students, personal productivity, and wellness & safety.
 2. The revised employee orientation program was implemented on June 18, 2012. The most significant change is the establishment of only two start dates per month for new hires, allowing all employees to attend orientation on their very first day of employment. This was implemented to address the low completion rate that resulted when new employees started work prior to their orientation experience. One hundred percent of the employees who have begun work at BHC since June 1, 2012 have completed the revised orientation. Other new features include the assignment of an ambassador to each new staff member (faculty already had mentors) and a focus on college culture, presentation on the college brand attributes and the brand promise, and the BHC Passport containing continued independent learning activities to be completed within the first 100 days of employment.
 3. The college is on the cusp of deploying a new supervisor manual, *The Road to Supervisor Success through Management and Effective Leadership*. This manual will be deployed to all supervisors in September 2012 and thereafter will be part of the onboarding process for all new supervisors and employees promoted to the supervisor role. Topics covered in the manual include the BHC Brand, Brand Attributes and the Brand Promise, Employee Engagement, Legal Considerations, Employee Safety and Security, the Employee Life Cycle, Collective Bargaining Agreements, BHC Procedures and Guidelines, Technology Systems, Budgets & Finance, Planning and Managing the Work, and Resources. This manual will be used in conjunction with detailed topic-based training already in place (Two Finance Modules, an HR Module, and an Institutional Module). It represents an improvement aimed at providing structure and guidance for the supervisor role to all existing supervisors – long term supervisors had never participated in the Modules - as well as a quick reference guide for veteran and new supervisors. Its scope is more comprehensive than the existing Modules, while the Modules provide more information on a few specific topics.
 4. Training on new topics is provided when a new operational need is identified. For instance, the college is currently switching to a new course management system, and training specific to this system has been offered to faculty throughout the summer or when a needs analysis identifies a gap in skills, competencies, or knowledge (for example, college leadership identified a gap in safety and security knowledge in 2010. To respond to this gap, several employee-learning experiences have been offered to meet this need in the past two years, including an active shooter simulation, smaller scale crisis simulations, and several safety videos deployed through supervisors and available to all employees through myBH.
 5. Over the past several fiscal years, the college has committed funding to and provided various wellness education and fitness opportunities for employees. There is a faculty position, which has as part of its load the responsibility for coordination of employee wellness programming. This faculty member collaborates with the Manager of Training to schedule wellness education and fitness classes on both the QC and East Campuses. Programming decisions are made based on participation data. Recently, very vigorous fitness classes with low attendance were discontinued in favor of low impact activities aimed at reducing stress, such as yoga, which has a consistently higher level of attendance.
 6. Improvements to the performance evaluation system- updating job descriptions- essential functions-tying performance to job descriptions: BHC reevaluated the effectiveness and relevancy of the performance appraisal system, updated job descriptions, identified essential functions that are now tied to performance evaluations. The essential functions are the new factors by which an employee is evaluated. The employee does a self-evaluation as well as the supervisor evaluation. The employee

and supervisor then review the evaluation and set goals for any improvements needed as well as goals for continued employee development.

7. Core value expectation listed on job descriptions: In order to reinforce the importance of employees embodying the core values of BHC, a statement was added to each job description in the Overall Accountabilities section, which states that employees are responsible for demonstrating the BHC Core Values.
8. Efficiencies to be gained with Elucian HR: In January 2013, we will go live with Elucian HR. The HR department currently utilizes four different software systems. Elucian HR will reduce the number of systems utilized as well as the redundancy of work performed. BHC will realize significant organizational efficiencies by implementing Elucian HR. There will be defined workflows with the other Elucian modules in place that will reduce interdepartmental redundancy.
9. The cards for recruiting: BHC HR utilizes the job interest card functionality of the NEOGOV system to continually engage potential candidates even when a position they are interested in is not currently open. The job seeker can visit the website and leave their email address as well as areas of interest and they will receive an automatic email notification from BHC once we open up a position in that area. This is extremely helpful when recruiting at career fairs because it allows us to engage an otherwise passive job seeker.

4I2. The college strategic plan calls for a focus on networking an engaged workforce (Priority #5). With this focus the college is continually developing its workforce through targeted leadership development where person with common interests assist each other and promote a culture of learning, growing and collaboration within the college. Resources and an infrastructure to support faculty and staff development are evident by the improvements to new employee onboarding, the collaboration between faculty and staff programs/services in the development of the Employee Learning Center, and a focus on supervisory leadership skills.

Structurally the college has several shared governance groups committed to identifying and addressing improved processes regarding the development of its faculty, staff and administrators. The Labor Management Council consists of representatives from both the labor and management sides of the college who meet monthly to share concerns and work toward mutually beneficial resolutions. The Instructional Services Council is an academic process improvement team that continues to monitor the progress of all the academic programs at BHC. The Faculty Senate groups serve as a means for faculty to relay issues to a designated representative that in turn shares that information with the BOT and college administration and the Insurance Oversight Committee Insurance, which has a representative from each work group/union. This committee reviews the health plan options and employee utilization is reviewed quarterly.