

## Category 4 – Valuing People

### CATEGORY 4 INTRODUCTION

Processes for Valuing People at Madison College exhibit a range of maturity levels. Several processes are moving toward the Integrated maturity rating, including more structured and consistent hiring and onboarding processes for both full and part-time faculty and staff; availability of professional development and encouragement of staff participation; and improved communication among administration, faculty and staff.

The College has successfully implemented projects to improve communication among administration, faculty and staff through the new Madison College Matters newsletters, Media Watch emails, President and Provost emails, Wolfpack Alert text messages, the Madison College mobile app, Convocation, First Fridays, and supervisory training seminars.

Future initiatives will focus on development of systematic succession planning strategies and a process for increasing accountability within the performance review process.

An INTEGRATED process that demonstrates a stable, well-developed structure and is continually monitored and improved through analysis, innovation, and sharing is 4P4, which is providing orientation to the College's mission, vision and values.

ALIGNED processes that are stable, consciously managed, regularly evaluated for improvement and address the institution's key goals and strategies include 4P1, 4P2, 4P3, 4P6, 4P7, 4P8, 4P9, and 4P13. These processes address identifying credentials and skills needed by employees; developing hiring processes that make certain employees have these credentials and skills; recruiting, hiring, and retaining employees; designing work processes that balance productivity and satisfaction; ensuring ethical practices by employees; determining training needs; training employees throughout their time at the College; and providing a safe environment that values employee health and wellness.

SYSTEMATIC processes that have clear goals, are proactive rather than reactive and target ineffective elements for improvement include 4P5, 4P10, 4P11, and 4P12. These processes address planning for personnel changes, designing and using personnel evaluation systems, designing employee recognition and awards, and determining and analyzing key motivational issues of employees.

### 4P1: Identifying specific credentials, skills, and values required for faculty, staff, and administrators

The credentialing process for new Madison College employees begins with the creation of a job description. The minimum skills and qualifications in the job description are based on the essential functions of the position and are a reflection of national standards, as well as credential requirements from the Wisconsin Technical College System. The job description also includes the College values.

When a position becomes available, the hiring manager creates a job description and involves subject matter experts as needed. The job description is then reviewed by Human Resources.

Information from job descriptions and input from staff and faculty is used to create hiring and assessment criteria, which are then applied through measurement tools that include scored interviews and validated testing.

The state certification process also ensures that staff involved with instruction and counseling, and those who supervise those areas, meet the appropriate academic, occupational, and teaching requirements. Certification staff review credentials and determine eligibility for initial and renewal certification, maintain certification files and records, process certification records, communicate with staff and potential applicants regarding certification requirements, and facilitate the annual certification audit.

Liberal Arts Transfer faculty must also meet the University of Wisconsin credentialing standards of a Master's Degree plus twelve credits in the

discipline. In certain cases, support staff may be allowed to use work and life experiences in lieu of formal education.

A position re-classification process is also in place for both administrators and support staff. This system identifies changes in job roles to address shifting needs and operations of the organization.

Throughout the hiring process, the Human Resources Department serves as a resource to each selection committee ensuring legal compliance with statutory and college selection requirements. In cases where the requirements are not clear, Madison College consults with peer institutions and/or the Wisconsin Technical College Systems.

#### **4P2: How hiring processes make certain employees possess the required credentials, skills, and values**

(CC-3C) Screening and interview processes included within the larger hiring process helps the College ensure that new employees possess the credentials, skills and values it requires. Madison College implemented an online application, which electronically screens candidates that meet the minimum qualifications and provides the capability to ask applicants questions about key knowledge, skills, and abilities.

Further screening of the applicants takes place within Human Resources. Candidates who do not meet the minimum qualifications are removed from the active pool. The remaining candidates are screened using a rubric developed in conjunction with the position's supervisor or hiring committee. For faculty positions, instructors in the academic area are also involved in the entire screening process.

The screening process includes these four steps:

1. Identify duties and responsibilities considered by the supervisor and others as vital to the position.
2. Identify key competencies, detailing the skills, education and training considered the minimum required for an individual to succeed in the position.
3. Identify ways to predict which candidates

are most likely to have those competencies.

4. Identify depth and breadth criteria, used to develop interview questions, determined by the supervisor and others as the specific competencies required for a position.

During the interview, candidates are asked to provide specific details about skills and abilities relevant to the job. The goal of the interview is to learn about a person's past work performance and capabilities by using a series of behavioral interview questions that are grounded in the position's competencies and the values of the College, namely excellence, respect and integrity. Applicants also might complete a position-related skills test. For instance, faculty candidates are asked to complete a teaching demonstration, while administrators might be asked to demonstrate the ability to prioritize and handle several issues at once and support staff may be asked to demonstrate their ability to use a specific software tool. The interview team uses this information to predict the applicant's suitability for the position and Madison College's culture.

#### **4P3: Recruiting, hiring, and retaining employees**

Madison College recruits on a local, regional or national scale. The College uses a national recruitment strategy for all full-time faculty and administrative positions to increase the diversity of the candidate pool. Recruiting for part-time faculty and Paraprofessional and School Related Personnel (PSRP) typically occurs more locally and regionally, and hiring is mainly done by the school or unit. An online application for part-time faculty allows for the development of pools of candidates for each instructional area. This permits additional opportunities for the College to actively recruit and diversify the part-time faculty while ensuring that candidates meet WTCS certification requirements prior to hiring. Part-time faculty pools are renewed every academic year. Applicants are informed of pool closures and are encouraged to reapply if still interested.

Table 1.1 on page 61 provides a sample of the various media outlets in which the College advertises employment opportunities. National

Local	Regional	National
<i>Capital Newspapers</i>	<i>Milwaukee Journal Sentinel</i>	<i>Chronicle of Higher Education</i>
<i>Madison.com</i>	<i>Wisconsin.govjobs</i>	<i>Higher Ed Jobs.com</i>
<i>Asian Wisconzine</i>	<i>WisconsinJobNetwork.com</i>	<i>Inside Higher Ed</i>
<i>Capital City Hues</i>	<i>Wisconsin Tech Connect</i>	<i>CareerBuilder.com</i>
<i>Wisconsin State Journal</i>	<i>Wisconsinjobcenter.org</i>	<i>Monster.com</i>
<i>Madison Times</i>	<i>WI Jobs for Grads</i>	<i>Community College Week</i>
<i>LaComunidad</i>	<i>Minneapolis Star Tribune</i>	Discipline specific resources recommended by staff and faculty
<i>UMOJA</i>	<i>Chicago Tribune</i>	

**Table 1.1 - Sample Madison College Advertising Venues for Employment Opportunities**

searches utilize all three levels of advertising while regional searches incorporate the regional and local levels.

To begin the hiring process, managers create job descriptions. Once a job description has been completed, the College advertises the position and receives applications. The hiring process includes interview teams drawn from the academic or service areas that closely interact with the new employee, the supervisor(s) of the employee, and, if needed, an external expert in the content area. To ensure a balanced committee, each interview team for externally advertised positions also includes an equal employment opportunity representative and may include a community representative. The hiring committee reviews the Human Resources screening results and, if necessary, makes adjustments. In an effort to diversify the hiring pool, Madison College has implemented a candidate category system, with an equal number of candidates from each category being interviewed. The candidate categories are “Traditional,” highly experienced individual in the specific position; “Rising Star,” an individual with less experience but shows great promise; and “Diverse,” an individual with less direct experience in the position but with diverse experiences that benefit the College.

Orientation welcomes all new full-time employees into the College community and help with retention. PSRP, administration, part-time and full-time faculty are offered role-specific orientations. Human Resources and the Center for Excellence in Teaching and Learning

(CETL) coordinate the orientation process. In addition to a college-wide orientation, each employee receives a unit-specific orientation by their supervisor.

To retain administrators with organizational history and experience, Madison College initiated an Administrative Compensation Survey in 2009-2010, and restructured the College’s administrator compensation plans as a result. The College also reviewed the ratio of Dean/Associate Dean to staff/faculty to reduce the burden of faculty and staff supervision on administrators, and hired additional associate deans in several Schools.

Other retention strategies include the future introduction of management trainee programs for staff, especially faculty, and free Madison College classes for staff.

A strong salary and benefits package, along with good working conditions, contribute to a high average length of employment for Madison College employees. However, the Employment and Workforce Diversity Administrator monitors employee turnover on an annual basis to determine if retention strategies need to be implemented. Planning for personnel changes occurs at several different points during the year. Faculty allocation meetings occur annually to review anticipated vacancies and re-allocate positions to high priority areas. Early retirement provisions for administrative, faculty and PSRP provide the opportunity to review and restructure positions and to align recruitment with the academic calendar.

#### **4P4: Providing orientation to the College's history, mission and values**

The College provides orientation for all new employees. Human Resources and the Center for Excellence in Teaching and Learning coordinate the orientation process for new employees, and employees learn about the College's history, mission, vision and values; Board directives and policies; employment-related issues; and employee services, resources, and expectations. Part-time faculty members are also invited to attend the part-time faculty summer institute, which was designed for their specific needs, or part-time faculty orientations offered at Convocations. An orientation primer is available on the Madison College website for all employees. In addition to this general information, each employee typically receives a school- or unit-specific orientation. The Mentor Program has also expanded for both full-time and part-time faculty, in the hope that immediate connection with a colleague will help improve the transition to the College and aid retention.

First Fridays continues the initial orientation for employees and full-time faculty across their first year at the College. Meeting one Friday per month, participants continue to learn about the history, mission, values and organizational structure of Madison College. This continued orientation also provides the ongoing opportunity for new employees to network, build community, and ask questions about how things work at the College.

It should be noted that orientation for part-time faculty, PSRP, casual employees and student workers varies across the District.

The four Convocations are another mechanism for highlighting the College's history, mission and values. Opening sessions often highlight these aspects of the College, and workshops are offered that embody the College's mission and values.

#### **4P5: Planning for personnel changes**

The College plans for the following situations which produce changes in personnel:

- Impending retirements, terminations, or budgetary restraints.
- Area expertise needed in the future.

- Changes in personnel mandated by accreditation requirements.
- Changes in personnel mandated by WTCS certification requirements.
- Early retirement provisions for administrative, faculty and PSRP that encourage review and revision of positions and alignment of recruitment with the academic calendar.

Planning for full-time faculty personnel changes occurs at several different points during the year, as outlined in the Collective Bargaining Agreement. Annual faculty allocation meetings occur in the winter to review anticipated vacancies and re-allocate positions to high priority areas.

To streamline the part-time faculty hiring system and provide a richer applicant pool to all campuses throughout the District, the College centralized recruitment, application and minimum qualification review processes within Human Resources. The online application creates pools of candidates for each instructional area, allowing the College to actively recruit and diversify the part-time faculty while insuring that candidates meet WTCS certification requirements prior to hiring. Part-time faculty pools are renewed every academic year, and applicants are informed of pool closures and are encouraged to reapply if still interested.

Processes for implementing PSRP changes are planned for in the language from the PSRP Collective Bargaining Agreement and the Position Requisition Process.

#### **4P6: Designing work processes and activities that contribute to organizational productivity and employee satisfaction**

The College designs work processes and activities by collecting input from all employees and stakeholders involved. Based on feedback, work units design work processes that contribute to balancing organizational productivity and employee satisfaction. For example, the current full-time faculty Collective Bargaining Agreement mandates a Faculty Evaluation Subcommittee charged with determining and monitoring faculty evaluation processes. This

subcommittee includes faculty, deans, the Director of Human Resources, and the faculty union president. Recently, based on feedback from all parties involved, the committee redesigned the probationary process for full-time faculty, and the varied membership of the committee helped ensure a balanced process that emphasizes high professional standards and continuous improvement. Work processes and activities not defined in the full-time faculty and PSRP Collective Bargaining Agreements are also frequently designed by cross functional committees to help ensure thorough input from all involved.

Other Madison College initiatives that have improved productivity and satisfaction include The Student Transformation through Effective Practice and Systems (STEPS) and the new Unit Planning Process. STEPS is a multi-phase, multi-project Madison College initiative led by cross-functional teams that designed improvements to the student administration systems and processes that serve students, staff and faculty and coordinated the management of projects that affect student processes and services. The new Unit Planning Process has also increased productivity and employee satisfaction by creating a streamlined annual planning system that integrates annual assessment, goal-setting, continuous improvement, strategic alignment, data analysis and budgeting.

Finally, in response to PACE feedback, the College is using a new Change Communication Process to better disseminate information about changes at the College. Depending on the change, the process also considers and, if possible, quantifies productivity in the form of student, operational, and financial impacts and the extent to which the College will be affected by that change, i.e., one department, several departments, a specific campus, or the entire college community. Financial impact, for example, is quantified using a yearly cost analysis (e.g., staff hours saved per week per the number of weeks) to establish return on investment.

#### **4P7: Ensuring ethical practices of all college employees**

**(CC-2A)** The College helps to ensure that employees act in an ethical manner by providing a Code of Ethics to define expectations for employees. The Code of Ethics is covered in orientation and featured in the Employee Handbook available to all new hires. In addition, clear administrative policies are in place to guide ethical behavior in specific areas such as communication, finance, information technology, student privacy, etc. Specific units of the College might also have additional Codes of Ethics associated with their professional organization or area. Finally, a statewide Code of Ethics is defined by statute for all WTCS Boards of Trustees.

To more actively promote a culture of ethical behavior, the College also provides professional development opportunities and offers relevant training on ethics-related issues including FERPA and Red Flag laws governing student privacy, copyright law, sexual harassment and workplace discrimination. Training completion is reported to and monitored by CETL. These trainings are currently mandatory for all administrators and are required for all employees in relevant situations, e.g., FERPA training is required for access to the PeopleSoft student administration system and Cognos. Supervisory training is mandatory for administrators and addresses expectations of ethical behavior of supervisors.

The College maintains the following processes for reporting and addressing unethical practices:

- Procedures for conflicts, complaints and concerns provide formal steps for students to file a concern or deal with a conflict with a faculty member, staff, or process.
- A New Complaint Resolution procedure is included in the Employee Handbook for matters concerning discipline, termination, or workplace safety.
- Part-time Faculty Observations include attention to professional and ethical classroom behavior.
- Performance Appraisals provide routine evaluations of all faculty and staff and address ethical concerns, as needed.

- Surveys of Student Opinion of Instruction completed for each class are reviewed by faculty supervisors, who then follow up on any concerns.
- Human Resources maintains a formal Policy for Dismissal.
- (CC-2E) The Institutional Review Board ensures the ethical use of human subjects in research studies.

(CC-2E) Expectations for the ethical use of information and academic honesty are also clearly communicated to students through the Academic Integrity and Misconduct policy.

#### **4P8: Determining training needs and aligning employee training with organizational plans in ways that strengthen instructional and non-instructional services**

Madison College has multiple avenues for determining training needs.

The WTCS certification process requires training for faculty; however, the specific local certification training needs are monitored by both Human Resources and CETL. All seven WTCS certification courses are offered multiple times per year, and CETL works to determine demand for times, locations, and delivery formats through both informal and formal surveys. After completing the probationary WTCS certification, faculty are required to renew certification on a five-year basis.

Beyond WTCS certification, training needs are discussed with supervisors as part of the professional development process for faculty and performance appraisals for PSRP. While there is currently no institutional mechanism for compiling training needs from professional development plans and performance appraisals, there is ongoing communication between employees, supervisors, and CETL. Training needs might also be addressed as part of department or program unit plans. If a department-specific training need is identified, CETL is often contacted. In addition, CETL analyzes existing unit plans to look for common training needs. Unit Plans also set training needs directly in the context of larger institutional objectives and goals. The College has also created ongoing training through the

four Convocations each year, and CETL maintains a team of Curriculum and Assessment Mentors made up of faculty who both communicate training needs to CETL and help conduct professional development workshops.

An example of how training needs are aligned with institutional goals is CETL's development of three unique teaching methods classes. When the College prioritized expansion of flexible formats in the 3-Year Strategic Plan, many faculty began seeking additional training to prepare for teaching in online, hybrid and accelerated environments. Training for flexible delivery formats was noted in numerous professional development plans and also pursued as part of an AQIP Action Project. The result was the creation of three new versions of a WTCS certification course on teaching methods to specifically address online, hybrid and accelerated formats. By effectively determining this need, the College creates a clear synergy between employee training and college goals, thereby strengthening instructional programming.

In some cases, training needs are determined as systems and processes are changed or upgraded. For example, to prepare for a recent Blackboard upgrade, CETL trained Blackboard mentors across the District, facilitated workshops on the upgrade, and disseminated email and online resources. Similarly, Institutional Research and Effectiveness offers ongoing training to prepare employees to access the Cognos data system and has expanded this training to address the newly created Executive Dashboard feature.

#### **4P9: Training and developing all employees to contribute fully and effectively and how this training is reinforced**

A culture of continuous improvement and ongoing professional development helps ensure that professional development needs of employees are effectively met throughout their time at Madison College. For faculty, development begins with orientation, continues with the WTCS three-year probationary certification process, and then moves to a recurring five-year certification process that continues throughout employment at the College. Ongoing professional development and

training is a built-in expectation for faculty. Professional development is an explicit goal for PSRP and is addressed in the annual performance appraisal process. Further ongoing support is offered through four all-campus Convocations, an annual PSRP Retreat, and the annual Tech Academy. Administrators supervising employees who require certification must also complete the WTCS certification process.

The College's investment in CETL also sets the foundation for ongoing training and development. CETL coordinates Convocations, certification courses, professional development workshops, Tech Academy, Learning to Learn Camp, and numerous other systematic training processes. As a result, CETL houses many of the mechanisms for reinforcing training, including the WTCS certification documentation system, a tuition-reimbursement program for faculty and staff, and faculty professional development funds for activities such as conference attendance.

Effectiveness of employee training and development is also gauged through the various personnel evaluation systems at the College. For faculty, effective delivery of instruction is often evidence of effective and ongoing professional development, and development goals are part of professional development plans. PSRP set development goals that are addressed in the performance appraisal, and evaluations of administrators also examine continuous improvement and goals.

Effectiveness is determined differently for each employee type, for example:

- New part-time faculty are observed for effectiveness twice in their first year by the Part-Time Faculty Coordinators, and subsequently every three years.
- Probationary full-time faculty are observed for effectiveness by a faculty mentor that they are paired with in their first semester.

#### **4P10: Designing and using the personnel evaluation system and aligning this system with instructional and non-instructional objectives**

**(CC-3C)** Madison College created personnel evaluation systems unique to each specific category of employee. Personnel evaluation systems for faculty and PSRP are designed through collective bargaining, while Human Resources designed the evaluation system for administrators. Evaluation of part-time instructors is done by the Part-Time Faculty Coordinators through an observation process rooted in the work of an AQIP Action Project. Creating position-specific evaluation systems allows for assessments that are tailored to the unique demands of each employee category and allows alignment with relevant instructional and/or non-instructional goals.

In designing these systems, attention is given to alignment with larger college goals. For example, all evaluation systems are built around the college-wide emphasis on professional development, continuous improvement, and excellence in teaching and learning. The full-time faculty CBA outlines three different processes for faculty to address specific situations: Faculty Professional Growth Review process, Faculty Evaluation process, and Probationary Full-time Faculty Evaluation process. All three processes are monitored by a Faculty Professional Assessment and Development committee comprised of faculty and administrators to help ensure balanced input in the design and implementation of evaluation processes. The three parts of this process are specifically designed to support the College focus on learner-centered decision-making. For example, the newly redesigned process for professional development and evaluation of probationary full-time faculty includes the following goals and objectives:

- The probationary process will be transparent and meaningful for all involved.
- The process will encourage new faculty to become involved in the life of the department/program, School and College.
- The process is aimed at continuous improvement.

- Faculty begin the process of professional development immediately upon hire.
- The process provides benchmarks, including notification of successful completion of probation.
- The process places responsibility on faculty to provide evidence of effective teaching, service and professional development.

Similarly, the PSRP Performance Appraisal Process is designed with continuous improvement at its core, as seen in the following stated goals of the process:

- Encourage meaningful communication between the employee and supervisor.
- Identify needed areas of individual professional development and growth.
- Challenge the employee to continually improve performance and personal effectiveness.

The outcome of the evaluation process is a clear mutual understanding of position performance, goals and objectives for the next year, and a development plan to raise performance and provide career direction. Non-probationary employees are evaluated at least once every two years, while probationary employees are evaluated after six months in the position and again two weeks prior to the completion of the probationary period.

The annual evaluation process for administrators is designed and managed by Human Resources and emphasizes goal-setting and self-reflection. Administrators set specific goals and targets for performance for the upcoming year and meet with the direct supervisor to discuss several specific categories for performance: Professionalism, Continuous Improvement, Collaboration, Resource Management, Management of Staff, and Communication.

All of the evaluation processes at Madison College are built on a foundation of continuous improvement and goal-setting, and they encourage annual re-assessment of one's work to connect to ongoing instructional and non-instructional goals, as appropriate.

#### **4P11: Designing employee recognition, reward, compensation, and benefit systems to align with instructional and non-instructional objectives**

The Madison College Recognition and Awards Committee designs and coordinates most of the employee recognition awards at the College. The awards are specifically created to align with the larger college goals of excellence, respect, and integrity. Awards currently given at the College include:

- Outstanding Team of the Year Award
- Outstanding Employee Award
- Intercultural Council Award for Diversity
- Distinguished Teacher Award (given by local student honor society)

In addition, recognition involves an extensive nomination process. A lead nominator and three supporting nominators must each write statements on behalf of the employee they nominate, based on criteria that explicitly states that the nominee exceeds expectations as they relate to college goals.

Employee longevity is automatically recognized at 10, 15, 20, and 25 years of service to the College.

Compensation and benefits for full-time faculty and PSRP are determined solely by the Collective Bargaining Agreements and align with larger goals by rewarding continuous improvement through education, training, and work experience. However, this limits the College's ability to directly link employee recognition awards to any financial compensation.

The College also makes a point of recognizing when employees or units receive external awards by publicizing these in the twice-weekly college-wide news updates.

#### **4P12: Determining and analyzing key motivational issues of faculty, staff, and administrators**

On a macro-level, the College uses the PACE survey to determine the current motivational issues of faculty, staff and administration. PACE results are available for all employees

through the IRE website and Blackboard, and PACE data is analyzed at the executive, school, and department/program level to determine issues to be addressed. A summary of the PACE results is also prepared for the College leadership and the Board to analyze. PACE data is also a key factor in determining AQIP Action Projects. For example, a recent Action Project focusing on improving the culture at the College for PSRP employees responded to PACE survey data that indicated this group gave the lowest ratings to the College culture.

On a micro-level, professional development, evaluation, and observation processes help determine issues related to motivation. Probationary faculty, PSRP, and administrators are all evaluated annually, and these more formal discussions between employees and supervisors are supplemented by ongoing communication to address motivational concerns as they arise.

**4P13: Providing for and evaluating employee satisfaction, health and safety, and well-being**

The College makes extensive efforts to provide for employee satisfaction, health, safety and well-being. All full-time employees receive a generous benefits package, and part-time employees receive a pro-rated portion of some full-time employee benefits. A joint labor-management benefits committee oversees benefits and determines changes. This joint committee has made adjustments to the health care costs for employees and for the College while maintaining high-quality coverage.

The College is in the process of reviewing the employee wellness program and exploring partnerships with local health providers.

Employees are also encouraged to utilize the Employee Assistance Program, a free and voluntary program designed to promote the well-being of individuals with family or relationship concerns, emotional problems, legal/financial/vocational concerns, illness due to job-related stress or alcohol and drug use.

Below are many new wellness initiatives underway at the College:

- Employee Wellness website offering links to health and wellness resources and tips.
- Wellness activities and seminars, including workplace ergonomics, chair yoga, and fitness activities using technology.
- Tobacco-Free Campus Initiative supported by “Quit 4 Life Program.”
- Community Shares (Community Supported Agriculture) available at Truax campus with possible reimbursement by health insurer.
- Fitness Center at Truax with extended hours at reduced cost to staff and students.
- Flu shot clinics and blood pressure screenings.
- Regional visits to outlying campuses to assess health and wellness needs.
- New menu items at Truax cafeteria featuring complete low-calorie meals under \$5.00.
- Student Health Services Clinic at Truax open to all Madison College students. Services available at reduced prices.
- Dedicated private room for nursing mothers open to both staff and students.
- Ergonomic keyboards and adjustable workstations available upon request.
- Peanut-free classroom for students or staff with peanut allergies.

Several teams and initiatives address campus safety and security, as seen below in Table 4.1.

**Table 4.1 - Safety and Security Teams and Initiatives**

TEAM/OFFICE	SECURITY AND SAFETY INITIATIVES
<b>Safety Task Force</b>	<ul style="list-style-type: none"> <li>• Crisis Prevention Institute</li> <li>• Security forums, active-shooter training and fire drills</li> <li>• Wolf-Pack Alert cell-phone notification process</li> </ul>
<b>Public Safety Office</b>	<ul style="list-style-type: none"> <li>• 24/7 service to students, staff and visitors</li> <li>• Educational programming to proactively address workplace violence</li> </ul>
<b>Behavioral Intervention Team</b>	<ul style="list-style-type: none"> <li>• Interdisciplinary team meets weekly</li> <li>• Assesses and implements intervention plans for students deemed a risk to themselves or others</li> </ul>
<b>Environmental Health and Safety Office</b>	<ul style="list-style-type: none"> <li>• Accident prevention and investigation</li> <li>• Chemical and laboratory safety</li> <li>• Infection control, Hazardous waste management and Environmental protection</li> </ul>

In compliance with the Jeanne Clery Act, a timely warning, named Wolfpack Alert, is issued for any campus incident that is an ongoing or continuing threat to students, staff, or visitors. To reach as many people as possible, the warning is broadly distributed using tools such as mass text messages and mass e-mails. Immediate issues are communicated using a public address system within and around the College. Follow-up warnings are posted on exterior doors of any affected campus building and on the main page of the College’s website and are emailed to the campus community. If feasible or necessary, a media report is released to local radio and television stations for mass broadcast.

The College has a number of methods of determining employee satisfaction, health and safety, and well-being. The most prominent method is the PACE survey, which is conducted every three years. Other data regarding employee satisfaction comes from exit interviews, turnover rate, grievances filed with the Union, and complaints filed with Human Resources. Employee health and safety data is retrieved from Workers Compensation claims, potential OSHA violations or concerns, and the number and type of security incidents each year.

**4R1: Measures of valuing people**

The College regularly collects and analyzes the following measures in its efforts to determine its effectiveness in valuing people:

*Employee satisfaction and motivation:*

- PACE survey
- Turnover rate (6.5% over past three years)
- Average length of service (10.45 years)
- Promotions (237 over past three years)
- Benefits/compensation
- CBA/Number of grievances

*Diversity:*

- Hiring data on diversity

*Health, wellness, and safety:*

- Workers Compensation experience rating
- EAP usage
- Security issues, reported in 60-day crime log

*Professional development:*

- Attendance at CETL events
- Effectiveness survey of CETL training
- Results of other CETL facilitated processes, e.g., mentoring, professional development funding, part-time faculty observations, etc.

**4R2: Performance results in valuing people**

The broadest results for valuing people are the results of the PACE survey. Table 4.2 below provides an overview of the most recent 2011 results and the comparable scores from 2008.

**Table 4.2 – PACE Survey Results: Overview**

FACTOR	2008 PACE SCORE	2011 PACE SCORE	2011 NORM BASE
<i>Institutional Structure</i>	3.03	3.16	3.38
<i>Supervisory Relationships</i>	3.39	3.56	3.70
<i>Teamwork</i>	3.48	3.61	3.73
<i>Student Focus</i>	3.86	3.95	3.94
<i>Custom</i>	3.41	3.56	N/A
<i>Overall</i>	3.40	3.53	3.66

All areas of the survey demonstrate an upward trend over this time period.

PACE questions and results that more specifically address valuing people are seen below in Table 4.3. Again, these scores show an upward trend in terms of employee satisfaction.

**Table 4.3 – PACE Survey Results: Specific Questions Related to Valuing People**

Question	2008	2011
<i>The institution effectively promotes diversity in the workplace</i>	3.50	3.72
<i>I am able to appropriately influence the direction of this institution</i>	2.80	2.79
<i>I have the opportunity for advancement within this institution</i>	2.82	2.88
<i>This institution has been successful in positively motivating my performance</i>	3.08	3.12
<i>Professional development and training opportunities are available</i>	3.56	3.74
<i>Madison College has a fair employee recognition and awards program</i>	N/A	3.08
<i>I would recommend Madison College to others as a good place to work</i>	3.76	3.76

A final set of PACE data in Table 4.4 indicates the general satisfaction level by employee classification, showing that administrators, PSRP, and full-time faculty are significantly more satisfied, while the score for part-time faculty fell from 2008 to 2011.

**Table 4.4 – PACE Survey Results By Employee Classification**

Employee Classification	2011	2008
Administrators	3.83	3.73
Full-time Faculty	3.72	3.39
Part-time Faculty	3.41	3.51
PSRP	3.43	3.17

Measures specific to health, wellness and safety include usage of the Employee Assistance Program and the College’s Workers Compensation Rating, seen in the tables below:

**Table 4.5 – Employee Assistance Program Usage**

EAP Usage	2009-2010	2010-2011	2011-2012
Helpline calls, in-person consultations, and follow-ups	172	165	140

**Table 4.6 – Workers Compensation Rating**

Workers Compensation Rating			
Fiscal Year			
2010-2011	2011-2012	2012-2013	2013-2014
.62	.59	.62	.60

**Table 4.8 – Headcount: CETL Training and Professional Development**

CETL Professional Development Activity/Event/Process	Participants
Convocation Workshops (163 sessions across 4 Convocations)	3308
WTCS Certification Courses (40 courses)	576
Professional Development Workshops (23 workshops)	372
New Faculty Institutes (2 for FT instructors and 7 for PT instructors)	111
New Employee Orientation for PSRP and Administrators (8 sessions)	77
Tech Academy (70 sessions)	270
PSRP Retreats (8 retreats)	67
Regional Campus Visits (20 visits across 4 regional campuses)	106
Technology Training (on-demand service)	573
Part-Time Faculty Observations	200
Mentor Program for full-time and part-time faculty	112
Professional Development Funds (full-time faculty/part-time faculty)	257/9
Course Reimbursement Fund (full-time faculty)	92
One-on-one consultations with CETL staff	600+
<b>TOTAL</b>	<b>6060</b>

	NUMBER OF HIRES	TREND DATA		
		2009-2010	2010-2011	2011-2012
<b>NEW HIRES</b>	Total Hires	63	64	38
	Minorities	14 (22%)	15 (23%)	4 (11%)
	Women	38 (60%)	36 (56%)	23 (61%)
<b>PROMOTIONS</b>	Total Promotions	62	91	67
	Minorities	6 (10%)	15 (16%)	19 (28%)
	Women	37 (60%)	66 (73%)	51 (76%)

**Table 4.7 – Diversity Hiring at Madison College**

CETL measures the results of professional development courses and workshops through a survey. Results of this survey showed that 88% of respondents said they would definitely or most likely use the ideas or information presented in the CETL session or workshop in their work or teaching. Eight-nine % were satisfied or very satisfied with the CETL registration process, material or content presented, and facilitator skills. Table 4.8 shows 2011-2012 participation results for CETL-facilitated training and processes.

### 4R3: Evidence of employee productivity and effectiveness

In terms of measuring effectiveness for faculty, most data is based on student success, graduate placement, employer satisfaction, and student satisfaction. While indirect, these measures offer a reasonable perspective on the effectiveness and productivity of instruction at the College by examining opinions of the stakeholders most impacted by instruction: students and employers. For example, the College's Noel Levitz SSI score for satisfaction with Instructional Effectiveness was 5.65, which is above the national benchmark of 5.42.

Employer satisfaction with the education received by Madison College graduates was 97.7% in the most recent survey (see 1R4 for more detailed data on employer satisfaction with graduate skills). Similarly, 97.3% of graduates were satisfied or very satisfied with the training received at Madison College. While satisfaction is not a direct measure of effectiveness, the satisfaction of these two key stakeholders certainly speaks to the quality of instruction at the College.

Other measures used to evaluate faculty effectiveness include pass rates for certification and licensure exams (detailed in 1R3), and the Surveys of Student Opinion of Instruction, housed in each respective school and consequently not available as an aggregate measure of faculty effectiveness.

A similar approach is used to measure effectiveness of PSRP in terms of meeting college goals. While individual work units might maintain specific measures of effectiveness, there are few college-wide measures for PSRP. Consequently, satisfaction data from key stakeholders again plays an important role. Table 4.9 shows the 2012 scores from PSRP-related categories of the Noel Levitz SSI survey and the mean difference, which identifies the difference, positive or negative, between the College's satisfaction score and the national benchmark. One to three asterisks indicate the level of statistical significance in the mean difference, with three indicating the most significance.

**Table 4.9 – Student Satisfaction - PSRP Services**

Category	Satisfaction	Mean Difference
Campus Support Services	5.29	0.31 ***
Safety and Security	5.11	0.08**
Academic Advising/ Counseling	5.13	-0.07*
Admissions and Financial Aid	5.29	0.13***
Academic Services	5.61	0.12***
Registration Effectiveness	5.56	0.12***
Service Excellence	5.45	0.16***

Measures for the effectiveness of administrators are discussed in the Category 5 Results section.

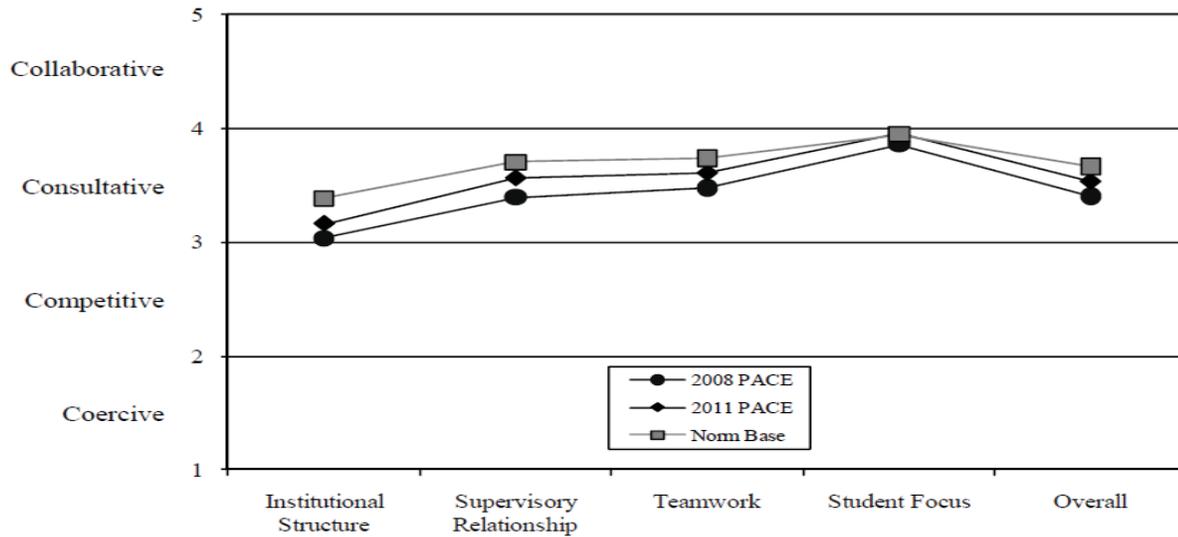
### 4R4: Comparative performance results for Valuing People

Many measures for valuing people used by the College are internally designed and collected, limiting the ability to reliably compare with other institutions. However, benchmarks are readily available for student satisfaction (Noel Levitz SSI) and employee satisfaction (PACE) data.

Benchmarks for the relevant Noel Levitz SSI scores are presented in the tables in responses 4R2 and 4R3. In general, the benchmarked results for SSI scores related to valuing people (seen in 4R2) show these to be strengths of the College. All questions exceed the national benchmark. SSI benchmarked results for satisfaction with services that are used to judge effectiveness of staff (seen in 4R3) again indicate success in comparison to the national norm, with the only exception of Academic Advising/Counseling.

Benchmarked results for the PACE overall factor scores are seen in 4R2. These indicate that the College meets the benchmark for Student Focus. While the other four factors are below the national benchmark, comparisons between 2008 and 2011 scores show an upward trend, as seen in Figure 4.1 at the top of page 71.

**Figure 4.1 – Line Chart Showing Improvements in PACE Survey Scores Against National Norm Base**



Benchmarks for individual PACE questions are provided below in Table 4.10.

**Table 4.10 – Benchmarked Results for Individual PACE Survey Questions**

Question	2011	2008	Norm
The institution effectively promotes diversity in the workplace	3.72	3.50	3.77
I am able to appropriately influence the direction of this institution	2.79	2.80	3.10
I have the opportunity for advancement within this institution	2.88	2.82	3.08
This institution has been successful in positively motivating my performance	3.12	3.08	3.36
Professional development and training opportunities are available	3.74	3.56	3.64

The results for individual PACE questions above show similar results, though the score for availability of professional development and training opportunities suggests a clear return on the investment the College has made in CETL.

### 411: Recent improvements in Valuing People

Recent improvements related to valuing people at Madison College include the following:

#### Employee motivation and satisfaction

- Inclusion of part-time faculty in professional development opportunities and on college-wide committees.

- Part-Time Faculty Observation Process.
- New and improved space for faculty and staff with the new building initiatives across the District.
- Better use of employee feedback.
  - Feedback about PeopleSoft led to Workday.
  - Closing during Christmas and New Years as a result of PSRP feedback.
- Benefits package that provides options for employees living in other areas.
- A more district-wide philosophy with initiatives. Services have been spread more effectively to the regional campuses.
- Increased effort to elicit and analyze feedback from employees about various projects, policies, and initiatives.

#### Health, wellness and safety

- Work environment improvements: Healthy Eating Café; Fitness Center opportunities; Health and Wellness website; peanut-free rooms; prayer rooms; smoke-free, weapon-free campus; ergonomic keyboards; and adjustable workstations

#### Human resources and diversity

- HR improvements: Re-organization of HR to better serve defined groups and schools, the Equal Employment Opportunity representative effort, diversity initiatives. Collaborative creation of Employee Handbook.

- The creation of the MyMadisonCollege portal for easier access to Peoplesoft and payroll information and hours.

#### *Professional development*

- Professional development opportunities: Growth and expansion of CETL services to faculty, staff and administrators. For example, growing support for online, hybrid, and accelerated instruction in response to student and faculty needs. Ongoing technology initiative to train for forthcoming virtual desktop.
- Orientation and training: full-time faculty orientation is now more structured and required; part-time faculty have a more defined orientation and several options for orientation (face to face, online, DVD, etc).
- Convocation days offer increasingly specialized training for PSRP and time for faculty to conduct curriculum development and department/program business.
- Tuition reimbursement for full-time employees; tuition reimbursement for administrators to encourage advanced degrees.
- Free tuition for courses with open seats at the College for all college employees.

Most processes and systems related to valuing people are quite comprehensive. While some processes related to valuing people are in place, but are less systematic throughout the College, processes for hiring, professional development, orientation, collective bargaining of policies and practices, survey-based feedback, wellness, safety, and personnel evaluation all demonstrate a clear value placed on the College's employees.

#### **4I2: Selecting processes to improve and setting performance targets in Valuing People**

A culture of ongoing learning, collaboration, and increasingly data-based decision-making help the College select areas in need of improvement and set performance targets. More specifically, the College has utilized the AQIP process to help identify areas to improve and also modeled sections of the new Unit Planning Process on the AQIP principles to help ensure that all units and programs are consistently looking for areas of improvement. The growth of CETL has also

illustrated the College's commitment to ongoing professional development for all employees. The College also works to integrate its values and mission into processes related to valuing people. For instance, the personnel evaluation systems at the College are all built on a foundation of continuous improvement.

Collaboration is best illustrated through the use of collective bargaining to define most faculty and PSRP policies and practices at the College. This collaboration helps ensure balanced input from employees and administration when crafting policies and setting performance targets for valuing people.

An improving data infrastructure has also allowed for progress in determining improvements and setting goals for valuing people. Most notable, the collection, availability, and analysis of survey feedback from employees and stakeholders have expanded and are more effectively used in the planning of improvement projects.

Finally, by setting a clear strategic direction with long-term plans, but leaving plenty of flexibility to allow for individual-led initiatives, the College also allows for people-driven improvements.