

Criterion 4: Valuing People

Core Values: Commitment, Respect, Excellence, Accountability, Diversity Strategic Plan Goals 1, 2, & 3: Enhance, Strengthen, and Advance, Teaching and Learning, Collaborative Relationships, and College Operations

4C1 Organization

Richland Community College has organized its work environment around student success. Academic divisions and support services are joined through reporting to three Vice Presidents (the Vice President of Student and Academic Services, the Vice President of Finance and Administration, and the Vice President of Economic Development and Innovative Workforce Solutions) and to the President as represented in Chart *1C4*. The reporting structure and connection to student success is outlined below:

Student and Academic Services:

- ❖ Academic Divisions: Communications, Education, Humanities and Fine Arts; Health Professions; Mathematics and Sciences
- ❖ Enrollment Services: Advising and Counseling; Campus Life; Financial Aid; Outreach and Recruitment; Student Records; Career Services
- ❖ Teaching and Learning Support Services: Student Support Services/TRIO; Learning Resources Center; Student Learning Center; Testing Center; Learning Accommodation Services; Child Development Center; The Adele P. Glenn Academy for Early Childhood Education
- ❖ Online Education
- ❖ International Studies
- ❖ Decatur Community Partnership
- ❖ Institutional Effectiveness (Coordinated by the Assistant to the Vice President—Strategic Planning, Program Review, State reporting)

Finance and Administration:

- Operations and Technical Services—Maintenance; Networking and Technical Services (classroom technical support)
- Business Services—Cashier; Budget; Accounting
- Human Resources—Insurance; hiring process; staff training

Economic Development and Innovative Workforce Solutions:

- Academic Divisions: Business and Technology; Community Education and Engineering Technologies Division
- Adult Education (GED, ESL, Adult Basic Education, Adult Secondary Education)
- Center for Business Training and Community Education (non-credit)
- Partners in Education
- Fitness Center

President's Office:

- RCC Foundation
- Public Information—Marketing

In addition, Richland has three off-campus centers where classes and other academic services are provided:

- RCC Hope Academy Center, in Decatur District 61 K-8 building
- Fairview Park Plaza Center, in shopping center on west side of Decatur
- Clinton Center, in Clinton District High School at north end of District

Activities at these sites are coordinated by the Director of Recruitment and Admissions; courses are determined by Deans and other service providers. Being constructed on the Richland campus as a stand-alone facility, the Center for Sustainability and Innovation will open in July 2009; the Vice President of Economic Development and Innovative Workforce Solutions will coordinate activities at this LEED Certified building. The University of Illinois Extension Service will relocate to share this space.

The Human Resources Office is responsible for maintaining job descriptions and managing the hiring process. In 2008 Richland contracted with an external agency to review job classifications and related salaries, excluding full-time and adjunct faculty covered by the Collective Bargaining Agreements. The agency recommended new descriptors in order to standardize classifications of employment; the Board of Trustees adopted a new policy to include these classifications:

Classification	Divisions
Executive Staff	Officers and senior managers of the College who direct and oversee the programs, staff, and operations of the Board of Trustees. Such positions include but are not limited to the following: President, Vice Presidents, and Deans.
Administrative Staff	Individuals who manage, administer, and support the operations of the College. Such positions include but are not limited to the following: Directors, Supervisors, Professional, Technical, Maintenance, Custodial, and Clerical Staff.
Full-time Faculty	Professor, Associate Professor, Assistant Professor, Instructor
Adjunct Faculty	3 pay grade levels depending on length of service
Student Workers	Federal Work Study, College Student Worker

4C2 Key institutional and geographic factors and part-time employees

Several internal and external factors affect the work environment. Richland has enjoyed a reputation of longevity for its employees, but that situation has changed in recent years.

Year	Full-time Staff Average	Full-time Faculty Average
Fall 2001	9.2 years	12.4 years (Full-time counselors 14.7 years)
Fall 2003	9.6 years	8.5 years
Fall 2007	8.2 years	6.8 years

Changes reflect the retirement of veteran faculty and staff as part of a Voluntary Retirement Program from 2000 through 2006.

In addition, Richland’s location in the heart of Illinois provides unique opportunities for recruiting staff and faculty. Richland is within a one-hour drive of three other urban centers, each with at least one four-year university and another community college district, from which to recruit employees. RCC is also located within 4 hours of Chicago, Indianapolis, and St. Louis,

allowing access to major metropolitan areas. However, this location also offers challenges with “outsiders” seeing the area as primarily a manufacturing center with limited opportunities, and individuals wishing to relocate to Central Illinois often go to one of these other urban areas.

RCC relies on adjunct faculty in all academic divisions; in Fall 2007, 146 adjunct faculty were employed. Additional categories for part-time employment include Academic Support (1), Professional/Technical (8), Clerical (16), and Other (69), including staff in the Child Development Center, Associate Advisors, and faculty tutors.

4C3 Demographic trends

In looking at Richland’s potential student market in 2014, planning must reflect an understanding of the recent changes in District population and in particular the changes in K-12 aged residents. The 2000 U.S. Census showed decreases in 7 of the counties from which RCC gets its students; the 2005 American County Survey showed a 3.2% decrease. Figures from the Illinois State Board of Education show a decline of 11.4% in Public K-12 School Districts in the Richland District. While enrollment in 9-12th grades is relatively flat, the K-8 enrollment decreased by 12.5%. Administrators and staff must consider these projections when planning programs and services over the next 10 years unless major changes occur in the job market to bring more people and their school-aged families into the Richland District. The College will have to increase efforts for training and retraining adult learners, some of whom already have college degrees.

Additional demographic trends included in the 2007 Environmental Scan that will be compared in future editions include the following areas:

Topic	Trends
Population	General population; Aging; Race/Ethnicity; District Population Projections
Education	Level of Educational Attainment; RCC Student Population by Postal Zip Codes; Public School Districts
Economics	Median Household Income; Poverty Level; Major Employers and Employment Figures; Top 20 Industries with expected increase/decrease in jobs; Unemployment Rates; Equalized Assessed Valuation
Other	Infrastructure—local and regional, including roads, airports, parks, and government

4C4 Key faculty, staff, and administrative training initiatives

Based on the recommendations from several CIP teams and from department supervisors, several training programs have been implemented or are being planned:

- ❖ New Employee Orientation (described below)
- ❖ Academic Advising (semester-long)
- ❖ FERPA training
- ❖ My.richland (new management system for registration, rosters, grade recording, degree audit; available for students and faculty; migration to this system began in March 2009)
- ❖ Resource 25 (online room allocation system)
- ❖ Learning Management System for online courses and technology-enhanced courses and programs (Angel, a new learning management system, is being piloted in Spring 2009 with complete integration in Summer 2009)
- ❖ “Lighten Up” Customer Service Training, Parts 1 and 2 (open to all Richland staff and faculty)

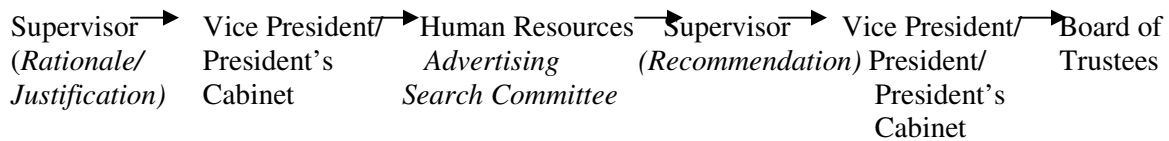
- ❖ Continuous Improvement Process Training (held each semester)
- ❖ Personal Performance Appraisal (annual performance appraisal instrument for employees other than faculty)
- ❖ Technology (Word, Excel, Access, PowerPoint)
- ❖ Discrimination and Harassment
- ❖ Sexual Harassment (mandatory training at April 2009 Professional Development Day)
- ❖ Diversity (required for Search Committee service)
- ❖ Supervisory Skills training
- ❖ Safety (ergonomics, OSHA)
- ❖ Fourth Friday Supervisors Training (held monthly on topics suggested by supervisors; coordinated by Human Resources)
- ❖ Ethics training (mandatory)

These sessions range from one hour to a full day and may last over a period of several weeks or a semester. In addition to these in-house offerings, the RCC Foundation has available funds from an endowment to support faculty and staff professional development activities, including conferences and workshops (registration and travel). Each division also has funds available for faculty and staff to use throughout the year.

4P1 Identifying credentials, skills, and values and hiring processes

Job descriptions, available for all positions at Richland and posted on the Richland website, have been developed by supervisors and the Human Resources Office using criteria established by regulatory/accrediting bodies and standard requirements in the field.

Search Committees are generally comprised of the supervisor of the area, peers, and other stakeholders, all of whom have completed diversity training and training on the hiring process at Richland. Search Committees develop a matrix of important traits and skills to use in ranking candidates. The Human Resources Office screens all applications for those who meet the pre-established criteria, and the members of the Search Committee then review the applications, determine the candidates to interview using the matrix, and finalize the interview questions asked of each candidate. HR sets the schedule for interviews. All members of the Search Committee are required to attend all interviews, and during the interviews the Search Committee asks questions that reflect skills and values required for the positions. Once the candidates have been interviewed, a second interview might be scheduled or a candidate chosen. The Committee then makes its recommendation to the area supervisor, who makes the recommendation to the appropriate Vice President and to the President, HR checks references, and a formal offer is tendered to the candidate. A recent change allows employees in the Administrative Staff level to be hired without Board of Trustees approval, thus streamlining the process. If the position is in the Executive Staff category, the candidate’s name is presented to the Board of Trustees at its regular monthly meeting for approval.



4P2 Recruiting, hiring, and retaining employees; orientation

Human Resources recruits applicants using the following methods:

- ❖ Advertisement in local and regional newspapers, the *Chronicle of Higher Education*
- ❖ Broadcast e-mail for current employees
- ❖ Posting on state and national job websites
- ❖ Targeted websites
- ❖ College & University Placement Offices & Departments
- ❖ IBHE network
- ❖ Posting on the College Website, with printable application and job description
- ❖ Personal contacts by College staff and faculty
- ❖ Participation in Job/Career Fairs

A CIP Team, Diversity on Faculty Hiring, made recommendations on recruitment strategies for minority faculty; these strategies have also been implemented in the recruitment process.

Orientation to the College has become a focus of Continuous Process Improvement Teams. A New Employee Orientation was piloted in August 2003 and revised in August 2004 based on recommendations from the first “class.” Minor adjustments have been made to the schedule since then, but evaluations of the sessions show that the information brings the new employees into the College family. This 15-hour orientation, open to full-time and part-time staff and faculty, includes the following components:

Day 1	Day 2	Day 3	Day 4	Day 5
Introduction: College History, AQIP, Strategic Plan, Core values, mission & vision, communication, organizational structure	Business Services; Operations and Technical Support	Counseling and Advising; RCC Foundation	Student Services: Learning Accommodations, Career Services, Library, Tutoring and Testing Center	FERPA, Registrar, Marketing; Campus Life; Child Development Center; Diversity in Hiring Practices

Additional sessions are held throughout the semester on other topics, including advising, records, and other support services available as well as opportunities to ask questions. A clearly delineated tenure process also allows new full-time faculty to interact with veteran faculty serving on tenure committees and to develop plans for integrating themselves into the College.

4P3 Communications, cooperation, high performance, innovation, empowerment, organizational learning, skill sharing, and ethical practices

The emphasis on Continuous Improvement has permeated throughout the College. Organizational Development was one of the original AQIP Action Projects, and examination of job responsibilities and reporting lines was a part of the project. Greater interest in presenting data for decision making as well as gathering input of stakeholders is strengthening the need to analyze a process, not just to make decisions based on the desires of a few. More information is being posted on the College Intranet system for access by the entire College, and the e-mail system is used for broadcasting of information. *I-Mail*, a monthly publication distributed by e-mail, includes information on activities of each division, personnel updates, awards received, and general College announcements. Major College documents including the Strategic Plan and the *Institutional Data Book* are also available on the website. The College Archives, located in the Learning Resources Center, is open to employees and is the repository for historical information, including all College Catalogs, Schedules, grants, newspaper clippings, and all Board of Trustees

agendas and information. With a template designed by a CIP team for meeting agendas and minutes, committees, taskforces, and divisions are using a more consistent reporting format, including actions, so that people can more easily track the work done and decisions made.

CIP training, the Fourth Friday Supervisors meetings initiated two years ago, and CIP Teams also bring together employees who may not frequently work together, offering an additional opportunity for cooperation and education about the College in general and individual and division responsibilities. Stakeholders are increasingly involved in decision-making. In the committees and taskforces, for example, representatives from academic divisions discuss common interests with input from counselors, other academic support staff, and students in some situations. Cross-training of support staff is also increasing the knowledge of activities in various divisions, even among people who work in the same office but who are not “responsible” for the same duties.

Fall and Spring Convocations are also opportunities for College learning. Agendas include introduction of new employees (with a reception), presentations on initiatives, the Strategic Plan, CIP Teams, or other news. The President, Vice Presidents, faculty, and others contribute to Convocation so that it is an institutional event.

One of the key components of Convocation is a reminder of Richland’s Core Values, reflecting the emphasis on ethics throughout the institution. The following policies outline ethical conduct parameters for all employees and the Board of Trustees:

- ❖ Sexual Harassment (5.3)
- ❖ Statement of Economic Interest (5.1)
- ❖ Freedom of Information (5.2)
- ❖ Solicitation on Campus (5.6)
- ❖ Responsible Use of Information Technology (5.8)
- ❖ Copyright (5.19)
- ❖ Statement of Nondiscrimination and Equal Opportunity (5.12)
- ❖ Academic Freedom (5.13)
- ❖ Leadership, Values, and Tenets of Community College Trusteeship (1.18)
- ❖ Values and tenets for Richland Community College Employees (1.19)
- ❖ Contract (External) Approval (2.3.3)

In addition, confidentiality is a key component of the work in Human Resources and Student Services and is emphasized in training for faculty and staff. The Registrar sends out frequent reminders regarding release of information, and Human Resources is committed to preserving the confidentiality of information for faculty and staff.

4P4 Train and developing faculty, staff, and administrators

As mentioned in Section 4C4, a variety of training programs are regularly offered. In addition, the following training opportunities continue to be available for faculty, staff, and administrators:

- ❖ Diversity training—in addition to the in-house training, the College sponsors “Walking the Walk of Diversity,” a day-long regional diversity conference for colleges, universities, and businesses. This program won a NCSD Best Practice Award for 2004, and the 9th Annual Conference is scheduled for June 11 & 12, 2009.

- ❖ Leadership and Core Values Institute—offered annually in conjunction with the IL Consortium of Community College Administrators; open to all College employees and students.
- ❖ ‘Lighten Up!’ Customer Service Training, Parts I and II (Received the third place Terry O’Banion Shared Journey Award in ???)
- ❖ Quality Improvement—faculty and administrators form teams to attend the Continuous Quality Improvement Network Summer Institute, designed around themes and learning objectives related to quality and improvement.
- ❖ Other conference attendance—League of Innovations, NCA/HLC (including presentations at the AQIP Colloquium and the Commission’s Annual Meeting)
- ❖ Decatur Leadership Institute—sponsored through the Greater Decatur Chamber of Commerce; annually, two RCC employees attend the sixteen-week institute to learn about business, education, and government in the region. Richland staff worked in 2007 and 2008 with the Chamber to revamp the program, emphasizing volunteer opportunities and personal and professional growth.

Funds for registration and travel are available through the College budget, the RCC Foundation and the Schwandt-Albert Fund for Faculty/Staff Development.

4P5 Training needs

Training needs are determined in a number of ways. Surveys distributed to staff and faculty have been used to determine professional development activities, and additional topics have surfaced through CIP Team recommendations. Training needs are also recommended to Human Resources by Vice Presidents, Deans, and Directors throughout the year. Some training is initiated because of changes in the institutional software used for College-wide data collection. New Employee Orientation is also a key component of introducing new employees to the College’s mission, vision, values, history, and procedures. Individual divisions also conduct training when processes change or new staff are employed.

The Institutional Effectiveness Group also evaluates training needs based on recommendations from committees and taskforces, and the Employee Relations and Development Committee monitors training needs as it supports the work of the Human Resources Office.

From the Fall 2002 through the Fall 2003 Semesters, a consultant facilitated the training of over 75% of full-time faculty and staff in the philosophy, tools and steps involved in Continuous Improvement Process. Each semester, teams made up of faculty, staff, and administrators worked on topics generated by the AQIP Action Projects, by Title III committees, and by the Steering Committee, the oversight group for CIP. The training required that participants meet each week for two hours, with part of the time devoted to individual team projects and part to the consultant’s lesson for the day. At the end of the semester, each team reported on its work and made its recommendations to the Steering Committee. These recommendations were then reviewed and either approved, modified, or rejected, with a rationale given for any changes or rejections.

Continuous Improvement Process training is now offered in a condensed format each semester to new employees; after the Spring 2009 session, over 80% of full-time employees had completed training. Additional training is done with CIP teams as they are formed to remind them of the process of continuous improvement, and the Plan/Do/Study/Act cycle is used as the format for meeting agendas for committees and taskforces.

4P6 Designing and using personnel evaluation system

In Spring 2003, in response to an All-College Survey and to information from a series of interviews with staff, a CIP team developed a new performance appraisal system for classified staff and for administrators to allow each employee to create action plans for the next year. After training sessions in fall 2003 and follow-up sessions in spring 2004, this new system called SATICAP was piloted in spring 2004. Individuals completed a self-appraisal and then met with their supervisors to finalize the action plans for the coming year. In a survey done after the pilot, 74% of the respondents reported that the new system was a better way to look at areas that needed to be strengthened. Since that initial revision, minor changes were made to the document until Fall 2008, when the Employee Relations and Development Committee used the results of an employee survey to adjust the newly-named Personal Performance Appraisal. The new document was presented to the Institutional Effectiveness Group, and training began at the Fourth Friday Supervisors Meeting. Supervisors worked with staff to complete new components, including essential functions and connections to Strategic Plan and Core Values. This revised format will be fully integrated for the 2010 evaluations. The total personnel evaluation system allows staff to set professional goals that enhance their work performance and relate to the service component of the College's mission.

The Faculty Evaluation and Development Program includes a 3-year tenure plan as well as classroom evaluation opportunities for students. The process includes the examining the following roles: teaching and creating an environment for learning (faculty), advising and counseling (counselors), public service (librarian), college service (all), professional growth (all), and community service (all). A tenure committee works with each new faculty member through a three-year period, and classroom observations by the Dean and faculty are scheduled annually. Recommendations for tenure come from the Tenure Committee to the appropriate Vice President, then to the President and to the Board of Trustees. Each tenured faculty also completes a self-evaluation form prior to an annual conference with his or her dean. A similar classroom schedule is established for adjunct faculty, with adjunct with two or fewer semesters being observed each semester, and those with more than two semesters evaluated annually.

The promotion process involves meeting tenure goals and developing a portfolio that exemplifies various steps in the process. Faculty apply for promotion to a Promotion Committee led by a senior faculty member, and recommendations then go to the appropriate Vice President, the President, and ultimately to the Board of Trustees. The Academic Affairs Committee recently reviewed the Tenure Policy and process, and the Promotion Policy and process will undergo review in Summer 2009.

The following instruments are used as part of the evaluation process for faculty:

- ❖ Student evaluation of instruction form
- ❖ Faculty self-evaluation form
- ❖ Administration evaluation of faculty form
- ❖ Administration of academic support form (counselors)
- ❖ Administration evaluation of academic support form (librarians)

This process connects clearly with the mission, vision, and core values of RCC through *commitment, respect, excellence, accountability, and diversity*. Regular evaluation of faculty performance in the classroom offers students an opportunity for input, and the Tenure

Committee, Dean, and appropriate Vice President also monitor the new faculty's connection to Richland's focus on students.

4P7 Recognition, reward, compensation, and benefits systems

The Faculty Promotion in Rank Policy outlines the promotion process for all full-time faculty. Four academic ranks have been established, and a faculty member may not move in rank until he or she has achieved tenure. The promotion process connects with the mission and vision of the College as well as with the core values. Full-time faculty are also eligible for nomination for the Faculty of the Year Award sponsored by the Illinois Community College Trustees Association. Nominations come from College employees or students and reflect contributions in the classroom, College and community. The recipient is recognized at a reception in the spring.

Recommended during the 2004 Collective bargaining negotiations and established as Board Policy in 2005, the rank of Professor Emeritus is bestowed on those retiring or retired faculty who "have demonstrated exemplary service over the course of their careers." Faculty are nominated by their peers according to criteria established by the College. The Human Resources Office manages the process each spring. Shortly after this policy was established, the Employee Relations and Development Committee created and the Board of Trustees approved the designation of Staff Emeritus. The process mirrors that of Faculty Emeritus. Both policies recognize the contributions of long-time employees to the College community and to students.

Annually, full-time employees who have reached 10, 15, 20, 25, 30, and 35 years of service are recognized at the Fall All-College meeting, with 25-year employees receiving a special chair. Richland is pleased that employees stay with the College to be able to receive these honors. Retirees are honored at a reception and receive a mantle clock. Students nominate faculty and staff for Club Advisor of the Year and Faculty Speaker at graduation, and graduates are recognized at a graduation reception hosted by the RCC Foundation and the Student Senate.

At the annual Student Awards and Recognition Program hosted by the Program Board, the Graduation Student Speaker is honored and the Student Leadership Award is given. Both of these winners are selected by a taskforce of students, faculty, and staff. In addition, top students in various academic programs and in clubs and organizations are honored at this event.

Another more personal relationship-building tool is the President's Breakfast, held once or twice a month. Through a lottery system, ten people are invited to have breakfast with the President and at least one Vice President. Participants have the opportunity to interact with other employees whom they may not see on a regular basis and with the President. With no agenda for the breakfast, people share their perceptions of Richland, both the opportunities and challenges. Since this activity began two years ago, the President is now starting the second cycle of breakfasts.

Celebrations occur throughout the year through the efforts of the Employee Appreciation Taskforce, working under the direction of Human Resources. New employees are greeted in Human Resources with a welcome gift and a special song. A holiday potluck is accompanied by a food drive to create baskets for students who have been nominated by faculty and staff. An annual Veterans Day observance recognizes veterans in the community as well as students and employees who are veterans; 6th graders are invited to write essays, and some are selected for reading at the Observance. While the Taskforce coordinates other events, the most significant activity is the annual Employee Recognition Awards event. Developed by a Continuous

Improvement Process Team in 2005, employees may be nominated for one of seven awards by other employees or students. The criteria for the awards are posted on the College website, and the selection is done by an ad hoc committee of previous winners, retirees, and Human Resources. All nominees are recognized at Spring Convocation, and winners are announced and honored at a reception; their names are posted on the College website. Categories for Employee Recognition Awards include the following:

Above & Beyond	Core Values	Diversity	Employee Mentor
Excellence in Motion	Helping Hand	Lighten-Up Customer Service	

<http://www.richland.edu/eat/awards>

Richland also offers personal and professional benefits for employees:

- ❖ Vacation and sick days (may be accumulated based on ICCB regulations and Richland Board Policy)
- ❖ Health and life insurance (full-time employee free, packages available for spouse and family)
- ❖ Tuition for RCC credit and non-credit courses (based on full- or part-time employment, includes adjunct faculty, spouses, and some Foundation donors and spouses)
- ❖ Fitness Center membership
- ❖ Paid holidays
- ❖ Support for participation in community activities and non-profit groups (release time)
- ❖ Employee Assistance Program (for counseling needs)
- ❖ Contributions to the State University Retirement System
- ❖ Access to services of Child Development Center

Compensation for full-time faculty is based on placement on the salary schedule included in the Collective Bargaining Agreement, reflecting educational attainment and years of teaching experience. A result of the 2004 Collective Bargaining Agreement was the creation and implementation of Policy 3.1.3.1, Academic Rank—Initial Placement, which allows a new faculty member to be placed in any of the four ranks based on criteria established for placement. Adjunct faculty are also given pay increases after teaching for a specified number of semesters, outlined in their Collective Bargaining Agreement. Pay adjustments for staff and administrators are tied to the budget and generally are made in July with the new budget year.

As outlined in 4C1, an external review of job descriptions and salary ranges was completed in 2008, and adjustments were made with the FY09 budget. The consultant conferred with supervisors regarding job descriptions and salary ranges, assuring a clear understanding of responsibilities and essential functions.

4P8 Key issues related to motivation

An All-College Survey is administered regularly by Human Resources to examine key areas of the College, including participation, motivation, challenges, and strengths. In the past, this survey has led to changes in the College calendar, participation in the Continuous Improvement Process, and changes in communication systems.

A key motivating factor identified in the survey was the level of formal and informal recognition that occurs throughout the College. With the work of the Employee Appreciation Taskforce,

small celebrations are held throughout the year; in addition, cards are sent in recognition of service, birthdays, and external awards. Potlucks, receptions, and invitations to ribbon cuttings are open to all employees. The President's Breakfasts, described elsewhere, also have increased communication and motivation. Efforts are made to somehow touch all employees throughout the year.

Each division uses meetings and communications to determine areas that need attention. E-mail communications support an ongoing flow of discussion and information without having to set meetings. The Institutional Effectiveness Group, committees, and taskforces also monitor participation in activities as a way to monitor motivation of employees. Open meetings with access to agendas, minutes, and members also promote sharing key issues of concern to the College community. Regular meetings of the Faculty-Administration Committee facilitate conversations about important issues, and the "open door" policy of the Vice Presidents and the President encourage conversations to occur at any time.

Depending on the topic, the appropriate Vice President or supervisor examines the concerns and takes appropriate actions. Some of these issues may also be covered in staff training, department meetings, committees or taskforces, or the President's Cabinet.

4P9 Evaluating employee satisfaction, health and safety, and well-being

Richland prides itself on providing a positive, safe work environment for all employees, students, and guests to the campus. Well-lit parking lots accessible from all areas of the campus, attractive landscaping that encourages external use for campus gatherings, clean restrooms and other public areas, and constant vigilance by the maintenance and custodial staff allow people to do their jobs without concern about personal safety. A Director of Campus Safety was employed in 2007 to oversee the security staff, available 24 hours a day, seven days a week, and accessible by telephone or pager. In response to events on campuses across the country, new emergency procedure signage was recently posted in each office and classroom. This information is more detailed than postings in the past; safety training was also a part of the Professional Development Day in Spring 2009. Safety in emergency weather situations is also a priority, with drills occurring in the spring, and a review of procedures occurs annually. A clear procedure is in place for College closings due to inclement weather, including contact of local media and information on the College website.

A recently remodeled office for adjunct faculty provides private space to work and store materials and access to computers, the Internet, and telephones, along with secretarial support. A staff lounge holds a microwave, refrigerator, and other amenities. Many offices have coffee pots, microwaves, and small refrigerators for staff and faculty convenience.

Throughout the year, wellness events include blood pressure and cholesterol screening, flu and pneumonia shots, and presentations on other health issues. RCC participates in the Employee Assistance Program, offering confidential mental health counseling. Workmen's compensation information is available on the College website, and additional crime reports are available as mandated by the State of Illinois. Campus Life sponsors a Health Fair and Alcohol Awareness Week (during the week before Spring Break). The College also sponsors two blood drives per year in cooperation with the American Red Cross.

4P10 Measures of valuing people collected and analyzed

As described earlier, the All-College Survey is one of the primary tools used to gather data on employee satisfaction. In addition, the Human Resources Office conducts exit interviews with all employees leaving the College whether for other employment or for retirement. Information about work conditions, training, and other issues are collected and reviewed regularly by top administrators. Additional key measures of employee satisfaction include

- ❖ Longevity at the College
- ❖ Participation in training initiatives
- ❖ Number and type of complaints to Human Resources or through the Faculty Grievance Process outlined in the Collective Bargaining Agreement
- ❖ Employee turnover rate

4R1 Results in valuing people

The results of the most recent All-College Survey show that the College staff expressed satisfaction in several areas related to valuing people and that additional work must be done in others.

Question	Responses	Actions Taken
Training opportunities promote employee success.	74%--“very often,” “often,” “sometimes”	Weeklong faculty development scheduled prior to the beginning of each semester. Changes in Professional Development activities implemented in Spring 2009
Every effort is made to hire a diverse staff.	81%--“very often,” “often,” and “sometimes”	Diversity training open to all staff; Diversity Committee undertaking additional initiatives; Human Resources has adjusted recruitment marketing.
Adequate guidance/mentoring is available for employees.	56%--“ very often,” “often,” “sometimes”	Changes in Tenure Committee work for faculty; Employee Mentoring Program developed by CIP Team
Employees have opportunities to be involved in planning for the future.	69%--“ very often,” “often,” “sometimes”	Participation in committees, taskforces, and strategic planning has increased.
There is a friendly atmosphere at Richland Community College.	86%--“ very often,” “often,” “sometimes”	The College continues to work on communication and employee relations.
Input from faculty, staff, and students is used to improve the College.	69%--“very often,” “often” “sometimes”	The College continues to work on this area, including revamped committee structure and improved employee recognition. Input available at various levels.
Employees are able to exercise leadership and be innovative.	55%--“very often,” “often,” “sometimes”	Changes in organizational structure mandate faculty chairs for certain committees; Schwandt-Albert Professional Development Funds available for innovation activities in and out of the classroom.
There is a climate of trust at Richland.	52%--“ very often,” “often,” “sometimes”	The College continues to work on communication and employee relations.

4R2 Results in processes associated with valuing people

With the new emphasis on flattening the organizational structure and a broader inclusion of stakeholders in the new committee structure, Richland has enhanced the ability for decisions to be made and implemented at the lowest possible level. Committees and taskforces now also have the responsibility of carrying out recommendations and documenting clear procedures for systems and policies. CIP teams have been responsible for developing a new student orientation, new employee orientation, and a professional development program for adjunct faculty. These initiatives are described elsewhere in this document, but they all have two elements in common—their development involved stakeholders at all levels, and information about these processes is readily available either through the Intranet system or in division offices. Communication is still an issue, but in general the information is more easily accessible.

Questions regarding the committee structure and communication of related information will be included in the next Employee Satisfaction Survey.

4R3 Evidence of productivity and effectiveness

The primary goal at Richland is helping students learn and be successful, regardless of major area of study or long-term goals. Richland's Core Values also are guides for activities by faculty, staff, and administrators. College efforts related to this primary goal are recognized by state and national organizations, and all planning, including Facilities Master Planning and Strategic Planning, must be related to Core Values and mission and vision, as well.

Additional evidence of productivity and effectiveness include

- ❖ Longevity of faculty and staff
- ❖ GPAs of transfer students compared to native students at colleges and universities
- ❖ Awards from local, state, and national organizations
- ❖ Local reputation of the College reflected in a Fall 2003 community survey
- ❖ Collaboration with local and regional agencies on projects throughout the District
- ❖ Presence of College faculty, staff, and administrators on local Boards of Directors
- ❖ Hiring of adjunct faculty into full-time positions
- ❖ Hiring RCC graduates as employees
- ❖ Community Good Neighbor Award
- ❖ Increase in donations to the Richland Foundation
- ❖ Budget awards for multiple years.

4R4 Comparing results

The College attempts to monitor areas related to salaries and benefits accorded at other cohort community colleges in Illinois to assure equity, but because of changing economic conditions, these comparisons are not always appropriate. The College does offer comparable salaries to full-time faculty, and the Human Resources Office is currently undertaking a study of salary ranges for job classifications. The College also monitors unit administrative costs, and it has maintained consistency with other community colleges of similar size.

The Noel Levitz Student Satisfaction Inventory results indicate that the College faculty are caring individuals who support learning in and out of the classroom. Individual classroom

assessments also indicate a positive classroom climate, and Deans or supervisors address any deficiencies.

The College will continue to investigate ways to compare performance in this area with other colleges.

4I1 Improve current processes and systems for valuing people

With the implementation of the new committee structure, the emphasis on the Strategic Plan as a “living document,” and the reorganization of job responsibilities and reporting structure, Richland has established several avenues for process improvement and focus on valuing people. The Employee Relations and Development Committee is charged with examining current policies and procedures for employees, and its accountability to the Institutional Effectiveness Group is ongoing. Morale building activities of the Employee Appreciation Taskforce, the Human Resources Office, and the President’s office are ongoing, and the Human Resources office is dedicated to planning and implementing training activities for all employees. As mentioned previously, the recent examination of job classifications and salary ranges was a positive step in maintaining parity with employment opportunities at businesses in the area.

Areas of concern still remain. As is typical of any institution, communication remains a challenge. People throughout the College must know what is going on to be able to serve prospective and current students effectively and to maintain a high standard of accountability and respect for one another.

4I2 Setting targets and priorities and communicating results and priorities

The College administration and the Human Resources Office use the Employee Satisfaction Survey to identify specific areas of concern and determine the priorities to be addressed through Strategic Planning, division activities, or committee or taskforce actions.

Specific areas related to valuing people are incorporated into the Strategic Plan and Committee charges:

- Identify new collaborative relationship opportunities internally and in the District.
- Promote the practice of Core Values in all College activities.
- Enhance internal communications system to assure that all employees have equal access to information.
- Implement professional development activities, including training for new information portal and new learning management system.
- Increase recruitment efforts of diverse faculty and staff.
- Train employees in use of revised personal performance appraisal.

Stakeholders have been and will continue to be involved in planning and implementing actions to reach these goals.