

CATEGORY 4 –VALUING PEOPLE

Recognizing the major role that all employees play in promoting student learning and success, Moraine Valley strives to attract and retain persons of outstanding competence and diversity; evaluate, assess, and develop its employees; provide remuneration, working conditions, and benefits as good as those offered by similar institutions; and treat employees fairly, equitably, and with respect. To promote the hiring and retention of a diverse faculty and staff, the college has begun implementing several recommendations of its AQIP Action Project: “Embracing Diversity: Implementing a College-wide Diversity Plan.” Identifying a need to assess employee satisfaction, the college is exploring development of a customized employee engagement survey.

4C1 ORGANIZING WORK ENVIRONMENT, ACTIVITIES, AND JOBS TO STRENGTHEN STUDENT LEARNING AND DEVELOPMENT

The college is comprised of five divisions: Academic Affairs, Student Development, Administrative Services and College Facilities, Institutional Advancement, and Finance. The central mission of each division is to promote student learning and student success.

In designing and organizing the work environment, the college focuses on meeting the needs of students. In many areas of the college, both internal and external spaces for students and employees have been redesigned to foster a user-friendly environment. For example, when the library was renovated, computer lab space and a café were added to provide students with services that enhance their learning experience.

For specific work activities, teams are formed and charged with the responsibility of accomplishing tasks to fulfill the college’s strategic priorities. In 2006, as part of the college’s AQIP Action Project of Embracing Diversity, a team of employees developed recruitment strategies that would promote diversity in hiring faculty and staff. Four strategies approved by the college’s Executive Leadership Team (ELT) included expanding the use of diverse media, attending and hosting job fairs, forming partnership relationships with educational institutions and minority organizations, and establishing a resource database of employees who have contacts with diverse communities. By the end of 2007 the college had implemented three of the strategies. Work on the fourth strategy of creating a database of employees will begin in FY09.

Job descriptions are written to reflect day-to-day job functions that will help meet the needs of students both inside and outside the classroom. All job descriptions include this statement: “(The position) is dedicated to the learning college concepts by developing programs and facilitating activities that promote student success and life-long learning.”

4C2 KEY INSTITUTIONAL AND GEOGRAPHIC FACTORS AND USE OF PART-TIME EMPLOYEES

The location of the college in a southwest suburb of Chicago presents challenges in recruitment. Some applicants do not realize that Palos Hills is a close suburb of Chicago. In addition, the lack of convenient public transportation from the City of Chicago and other areas to Palos Hills affects recruitment of staff for clerical and other hourly positions. The current compensation system is also a challenge in recruiting employees. Because of inadequate state funding and a cap on local taxes, the college is not able to offer salaries that are competitive with salaries offered in the City of Chicago. The college works to address these challenges by providing superior employee benefits, marketing and advertising the college’s employment opportunities, including location, and increasing its efforts to create a diverse workforce.

The college uses adjunct faculty and part-time staff to support its extensive educational offerings and services for students and the community. Without them, the college could not function. Part-time faculty and staff offer a wealth of knowledge and bring diversity to the college.

4C3 DEMOGRAPHIC TRENDS AND WORKFORCE NEEDS

Three areas the college analyzes include population and demographic statistics of the district, individuals entering the workforce and their demographic information and skills, and the departure or retention rates of employees. For example, because the college district and student population is becoming more Hispanic, the college must address the needs of this growing population and implement recruitment strategies focused on Hispanic communities.

4C4 FACULTY, STAFF, AND ADMINISTRATIVE TRAINING INITIATIVES

Training initiatives undertaken and/or planned include new staff orientation, a non-tenured faculty orientation program, mentoring program for new staff and faculty, diversity training for new employees as well as ongoing diversity training for all employees, technology training, and continuing training and development opportunities provided throughout the entire year.

Converting from Office 2003 to Office 2007 will affect almost all college employees. Because this new office software is radically different from what employees are accustomed to using, a major effort is underway to ensure that employees are trained to use the new software. A crossfunctional team comprised of representatives from Human Resources, the Center for Teaching and Learning, Workforce Development and Community Services, and Information Technology is working collaboratively on this training initiative.

Several new categories have been added to the professional development schedule of workshops, including Learning in Style: Styles and Strategies for Teaching Mathematics and Other Fun Subjects (Like English, Science, History, etc.) taught by college faculty through the Moraine Valley Learning Academy; and a Technology Certificate Program, specifically designed for support staff.

4P1 IDENTIFYING REQUIRED CREDENTIALS, SKILLS, AND VALUES FOR FACULTY, STAFF, AND ADMINISTRATORS AND ENSURING EMPLOYEES POSSESS THESE CHARACTERISTICS

The college uses various methods to ensure that all positions are filled with highly qualified people that best fit the needs of the institution. In order to identify the specific credentials, skills, knowledge, and abilities required of employees, job descriptions are created, reviewed, and revised periodically to ensure consistency, objectivity, and accuracy in the job duties. Each time a position is posted, the job description for that position is reviewed by the supervisor and Human Resources. Periodic reviews of job descriptions by job classification are also conducted. Administrative and Professional Staff job descriptions were reviewed in 2005, and the Support Staff job descriptions are currently under a thorough review as defined in the association contract with an estimated completion date of early 2011. Human Resources conducts job analysis by surveying comparable institutions to ensure consistent, objective, and accurate job duties and competitive compensation.

The screening process for hiring includes a formal review of required and preferred qualifications and the selection of applicants to interview. Well-defined screening criteria are developed for each search to ensure that applicants are treated fairly and equitably. The field of candidates is narrowed to the most qualified. Multiple interview platforms/formats include telephone and in-person interviews to determine which candidate most closely matches the qualifications for the position.

In the teaching faculty hiring process, the deans and vice presidents determine the need for full-time faculty in the various disciplines. After approval by the president, the positions are posted and advertised in various media. Search teams are selected by the deans and vice presidents and then approved by the president. Criteria for selecting team members include knowledge of the subject matter, relevant experience, and diversity. The interview process begins with a telephone interview followed by an on-campus interview for selected candidates. The on-campus interview consists of a teaching demonstration, interview with the search team, interview with the vice president, and campus tour. Three unranked candidates' names are forwarded to the Vice President for Academic Affairs for a final selection and approval.

4P2 RECRUITING, HIRING, RETAINING, AND ORIENTING EMPLOYEES, AND PLANNING FOR CHANGES IN PERSONNEL

To recruit employees the college uses diverse media, including radio, print, and electronic. In addition to hosting both on- and off-campus job fairs, the college has formalized partnerships with educational institutions and minority organizations in order to increase the number of diverse applicants and maintain a database of potential applicants. As noted in 4C1, an on-campus database containing a list of employees who have contacts with diverse communities will be developed to tap into internal resources and increase the number of diverse applicants. The college uses a standardized process throughout the college for hiring. This process includes screening, telephone and in-person interviews, reference checks, salary calculation, job offer, and Board approval.

The college's annual turnover rate falls between 9-11 percent, with a 2007 turnover rate of 9.8 percent. In an effort to retain employees, the college offers a wide variety of training and professional development opportunities. Formalized mentoring programs also help employees better connect to other employees, find access to resources, and keep them informed about college procedures.

New Faculty Orientation is a weeklong process that covers multiple topics such as expectations for faculty, college processes, benefits, and technology. New faculty members continue to meet twice a week throughout their first year and one time per month in their second year. Each of these meetings assists new faculty in developing effective classroom techniques that address the needs of a diverse student population and in helping them understand their roles and responsibilities as good citizens at the college. In addition, during their first year at the college, the New Faculty Mentoring Program partners an experienced faculty member with each new instructor. Meeting one-to-one for the first year with an experienced faculty member helps acclimate new faculty to the college environment and assists them in making connections on campus. In their third year at the college, instructors are encouraged to take a training/ development course offered by the Center for Teaching and Learning.

New Staff Orientation is a daylong meeting with presentations by the president, vice presidents, Human Resources, Information Technology, and other departments. These programs provide new staff with information about the college as they begin work. A benefits orientation session explains benefits and reviews employment forms that must be completed to receive a paycheck and to enroll them for all applicable benefits.

While there are many effective processes in place to recruit, hire and retain employees, a gap exists in identifying and preparing suitable employees through mentoring and training to replace key individuals within the organization through succession planning.

4P3 ENSURING THE CONTRIBUTIONS OF WORK PROCESSES AND ACTIVITIES AND THE ETHICAL PRACTICES OF EMPLOYEES

The college uses a shared decision-making process to obtain the input of employees before decisions are made. Cross-divisional teams and committees conduct necessary research and provide ideas for solutions or change. When a team of employees completes its work on a project, it sends its recommendations to the Executive Leadership Team (ELT) for approval. The new or revised program/process then is presented to Administrative Council (comprised of deans and directors) and the President's Advisory Council. Finally, the information is communicated to staff.

As a member of the League for Innovation in the Community College, Moraine Valley encourages faculty and staff to develop new programs and services that promote student learning and success. Each year the college recognizes faculty or staff who have developed an innovative project with its annual Innovation Award.

All employees are expected to work as professionals guided by the “Eight Expectations of College Staff” (O1). These expectations have been developed to ensure that all employees are working to strengthen Moraine Valley’s mission to support student learning and success. These Eight Expectations and the five Core Values of Integrity, Responsibility, Respect, Fairness, and Diversity are embedded in the evaluation criteria for Administrative and Professional Staff, Administrative Classified Staff, and Support Staff. In addition to its core values, the college has developed formal ethics policies. All employees are provided a copy of these policies and are required to sign an acknowledgment that they have been informed of these policies. Online ethics training also has been provided to employees over the past year. In October of 2006, all employees of the college were required to participate in the State of Illinois’ Ethics Training.

4P4 TRAINING EMPLOYEES AND REINFORCING THIS TRAINING

The Center for Teaching and Learning in collaboration with the Office of Academic Initiatives and Accountability offers a comprehensive professional development program for full-time and adjunct faculty through a variety of mediums. Topics are varied and focus on both technology and instruction. Human Resources offers professional development and training opportunities to staff ranging from professional to personal development, technology, wellness, and safety. All of these opportunities provide faculty and staff with the tools necessary to develop professionally while promoting student success.

The college also sponsors a Learning College Day, Staff Development Day, and In-services which are day-long activities offering all employees the opportunity to participate in various staff development activities. Faculty and staff spend either an entire day or part of a day attending training and development activities as well as interacting and sharing ideas with their colleagues.

The college acknowledges the importance of training and development by allowing faculty to apply training and development activities toward promotion. A challenge to increased staff participation is that other than attending workshops to help fulfill annual goals, staff members are not offered additional incentives to participate in training and development activities.

4P5 DETERMINING TRAINING NEEDS, ALIGNING TRAINING WITH PLANS FOR CONTINUOUS IMPROVEMENT, AND AUGMENTING FOCUS ON HELPING STUDENTS

An annual training needs assessment survey is used to plan on-campus training sessions offered to faculty. All training and development plans must be linked to a strategic priority before the actual details of the training are developed. Employee feedback from evaluations of each training session provides valuable information for improving future training and development programs. If ad hoc training for programs like the 2006 state ethics training is required, teams comprised of staff from appropriate areas of the college set objectives and provide the training. When travel funds are allocated to faculty and staff members for off-campus training, they are required to share with their colleagues what they have learned from their training and how that knowledge can be applied in their work to help students learn.

4P6 DESIGNING A PERSONNEL EVALUATION SYSTEM THAT HELPS STUDENTS LEARN

The college’s Core Values and Eight Expectations of College Staff are written into performance evaluation tools in order to evaluate staff performance based upon the college’s values and expectations. Faculty and staff are required to set goals each year linking individual goals with departmental and institutional priorities. This process clarifies each employee’s role in fulfilling the college mission of student learning and success. Faculty and staff annual evaluations focus on employees’ success in achieving their goals and help identify areas which need improvement.

4P7 DESIGNING RECOGNITION, REWARD, AND COMPENSATION SYSTEMS; SUPPORTING EMPLOYEES THROUGH BENEFITS AND SERVICES

Annual awards recognize faculty and staff outstanding contributions to the college including:

- Vernon O. Crawley Leadership Award
- Professor of the Year Award
- Master Teacher Award
- Adjunct Faculty Member of the Year Award
- Nancy Blane Guerra Service Award (for Administrative and Professional Staff)
- Robert E. Turner Service Award (for Full-time Support Staff)
- Part-time Employee of the Year Award
- Student Employee of the Year Award
- Innovation of the Year Award

Because satisfied employees likely will serve students more effectively, the college provides a rich package of benefits that include wellness programs, vacation/sick time, tuition reimbursement, half-day Fridays in the summer, paid time off during the holiday break, vaccines, and blood screenings. Periodic surveys measure employee satisfaction with benefits and provide an opportunity for employees to suggest new benefits they would like the college to offer.

4P8, 9, 10 DETERMINING KEY ISSUES OF EMPLOYEE MOTIVATION; PROVIDING FOR AND EVALUATING EMPLOYEE SATISFACTION, HEALTH, AND WELL-BEING; AND CONDUCTING AND ANALYZING MEASURES FOR VALUING PEOPLE.

The performance evaluation system has been designed to identify improvements needed by employees, as well as motivation, support, and incentives that employees need in order to increase job effectiveness. These issues are analyzed by supervisors meeting with the employees to explore needed improvements and employee concerns.

In addition to the benefits listed in 4P7, the college provides an employee assistance program and conducts benefits and wellness fairs. Participation in the college wellness programs, benefits fairs, and staff development days is consistently high. For example, the college's new wellness program encouraged employees to participate in health related programs offered throughout the year. If an employee took an online Health Risk Assessment and participated in two or three wellness offerings (blood screening, influenza vaccine, annual physical), the employee received a health insurance premium waiver for the last payroll of calendar 2007. One-third of eligible employees participated, a good beginning for a new program.

A gap currently exists in measuring employee satisfaction and engagement at the college. In an attempt to determine the best way to address this problem, the college considered proposals from consulting firms who specialize in measuring employee engagement. Because of the high cost of using these survey instruments and dissatisfaction with the scope of information provided, the college is exploring the possibility of developing its own customized survey. One of the firms already consulted about this initiative may be used to assist the college in this process.

4R1 RESULTS IN VALUING PEOPLE

Moraine Valley has a low turnover rate: 9.8 percent in FY07 with 3.6 percent of the turnover due to retirements. The college also enjoys an amicable and productive working relationship with its bargaining units and has had low grievance and complaint submissions. The college provides opportunities for movement within the organization, including promotions, transfers, and re-classifications. Training and development participation rates for FY07 included 154 courses with 567 participants. Evaluation surveys indicate a high level of satisfaction with the training and development workshops offered. Recognition banquets and receptions acknowledge the accomplishments, awards, and successes of employees on campus.

4R2 RESULTS IN PROCESSES ASSOCIATED WITH VALUING PEOPLE

To improve processes in valuing employees, the AQIP action project team charged with the Recruitment and Retention of Diverse Faculty and Staff made recommendations to the Executive Leadership Team (ELT). These recommendations included expanding the use of media to recruit diverse staff; attending/hosting job fairs; formalizing partnership relationships with educational institutions and minority organizations; establishing a “diverse connections” research bank/database; providing a mentoring program for new employees; monitoring campus climate; and providing new training opportunities, including diversity training.

In response to these recommendations, the college has expanded its recruiting sources, attended 15 off-campus job fairs, begun relationships with 10 area graduate schools, developed a new staff mentoring program that will be piloted in March/April 2008, and developed a diversity lecture series that will begin in spring 2008.

4R3 RESULTS FOR EMPLOYEE PRODUCTIVITY AND EFFECTIVENESS IN ACHIEVING GOALS

Moraine Valley regularly conducts student satisfaction and engagement surveys, such as the Community College Survey of Student Engagement (CCSSE), to continually monitor its success in meeting students’ needs. The college uses the results to make necessary improvements, including the development and assessment of strategic planning assumptions and departmental and institutional objectives and goals.

College services, programs and overall campus structures have been designed by faculty, staff, and administrators to fulfill its mission of student learning and success. Evidence that the college is succeeding in this mission appears in the most recent transfer graduate survey: “The most highly rated aspects of the graduates Moraine Valley experience were size of classes, variety of courses, and scheduling of classes.” Another indication of the effectiveness of Moraine Valley employees’ productivity and effectiveness in helping the college meet its goals is students’ positive responses about services and resources that they were provided: “The Moraine Valley services that had both a high percentage of usage and high ratings were library services, computer services, lab equipment and supplies, and transfer material available.” Finally, 91 percent of the students who leave Moraine Valley successfully transfer to other colleges and universities.

4R4 COMPARING RESULTS WITH OTHER INSTITUTIONS

At the present time, Moraine Valley does not conduct engagement surveys for staff; therefore, there is no comparative data to report. See 4P8, 9, 10 for an explanation of plans to develop a customized satisfaction/engagement survey at the college.

While formal employment engagement surveys are not conducted, the college has received some limited data related to employees’ satisfaction from a referendum survey completed in 2005. See 3R3 and 3R4 for specific results.

4I1 IMPROVING CURRENT PROCESSES AND SYSTEMS FOR VALUING PEOPLE

The college uses needs assessment tools, surveys, and the DRIVE continuous improvement tool (O1) to obtain feedback and make improvements in its processes and systems for valuing people.

For example, in 2006 the New Employee Orientation day for staff was revised. Informal surveys and interviews were conducted to see what staff liked and did not like about orientation. From those results, the orientation day was restructured with new things added and others taken away. Instead of being “talked at” in one area the entire time, Human Resources revamped the program to be more interactive. Evaluation forms document that new employees find the day both informative and enjoyable.

All college departments are required to have Institutional Effectiveness plans that include measurement techniques and assessment methods for continuous improvement. These plans are updated and revised yearly. For example, Human Resources annually assesses the training and development opportunities it offers. Based on feedback from the college's administrative support staff, a college-credit Information Management Systems program was created primarily for support staff. The classes not only give staff the opportunity for professional development, but also allow staff to earn college credit, which leads to professional certification and eventually an A.A.S. degree. Classes were offered for the first time in spring 2008.

4I2 SETTING AND COMMUNICATING TARGETS FOR IMPROVEMENT

The recommendations of the AQIP action project for the Recruitment and Retention of Diverse Faculty and Staff discussed in 4R2 have been approved for implementation. In addition, as explained in 4P8, 9, 10, the college has identified the need for developing an Employee Engagement Survey as one of its targets for continuous improvement.

Results and improvement priorities are communicated to internal stakeholders in a variety of ways, such as through presentations at the President's Advisory Council, Administrative Council, new employee orientations; in print publications such as the biweekly staff newsletter Valley View; and electronically through IPTV, weekly online staff newsletter MV e-News, and the college Internet and intranet sites.

CATEGORY 5: LEADING AND COMMUNICATING

The college mission, vision, and core values provide the direction for leading and communicating at Moraine Valley. While the leadership of the college makes good use of data and involves faculty and staff in the decision-making process, the AQIP Action Project: "Implementing a College-wide Institutional Effectiveness Process" includes recommendations for improving connections between the annual and strategic planning, budgeting, institutional effectiveness, assessment of student academic achievement and performance evaluation processes.

5C1: LEADERSHIP AND COMMUNICATION SYSTEMS

Some of the groups that comprise the leadership and communications systems of the college are:

- **Board of Trustees:** Elected representatives of the community make college policy and approve administrative recommendations.
- **Executive Leadership Team (ELT):** The college president and vice presidents/chief financial officer make major administrative decisions for the college.
- **Deans' Council:** The Academic Affairs deans and the Dean of Counseling and Advising meet with the Vice President of Academic Affairs to make decisions and implement processes for the division.
- **Academic Leadership Team:** Members of the Deans' Council, along with the assistant deans and program directors of Academic Affairs, meet to provide input into decision-making and enhance communication within the division.
- **Student Development Leadership Team:** The Student Development deans, two directors, and the Dean of Academic Initiatives and Accountability meet with the Vice President of Student Development to make decisions and implement processes for the division.
- **Student Development Supervisors Council:** Members of the Student Development Leadership Team, along with all managers in the Student Development Division, meet to provide input into decision-making and enhance communication within the division.
- **Administrative Council:** Collegewide administrators meet for communication about internal and external issues.
- **President's Advisory Council:** Open to the entire college community, faculty, staff, and students meet for communication among all stakeholders of the college.
- **Department Chair Roundtable:** Academic department chairs meet monthly during the academic year. A representative from Deans' Council attends as a liaison from the administration.