AQIP Category Four, **VALUING PEOPLE***, explores your institution's commitment to the development of your faculty, staff, and administrators.*

Processes (P)

4P1. How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?

4P2. How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require?

> **Address Core Component 3C under 4P2 and 4P10**
>
> 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.
>
> • The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including e.g., oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
>
> • All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.
>
> • Instructors are evaluated regularly in accordance with established institutional policies and procedures.
>
> • The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
>
> • Instructors are accessible for student inquiry.
>
> • Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

4P3. How do you recruit, hire, and retain employees?

4P4. How do you orient all employees to your institution's history, mission, and values?

4P5. How do you plan for changes in personnel?

4P6. How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?

4P7. How do you ensure the ethical practices of all of your employees?

4P8. How do you determine training needs? How do you align employee training with short- and long-range organizational plans, and how does it strengthen your instructional and noninstructional programs and services?

4P9. How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your institution? How do you reinforce this training?

4P10. How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?

4P11. How do you design your employee recognition, reward, compensation, and benefit systems to align with your objectives for both instructional and non-instructional programs and services?

4P12. How do you determine key issues related to the motivation of your faculty, staff, and administrators? How do you analyze these issues and select courses of action?

4P13. How do you provide for and evaluate employee satisfaction, health and safety, and wellbeing?

Results (R)
4R1. What measures of valuing people do you collect and analyze regularly?

4R2. What are your performance results in valuing people?

4R3. What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping your achieve your goals?

4R4. How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Improvement (I)

<u>4I1</u>. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Valuing People*?

<u>4I2.</u> How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Valuing People*?

Valuing People

Bismarck State College operates with well-developed processes and aligned approaches in Category Four, Valuing People. Processes are stable, monitored carefully, and regularly reviewed to ensure effectiveness and compliance. There are adequate policies in place to govern activities related to hiring and evaluating employees. There is ample evidence that, in general, employees are satisfied with their employment at BSC.

Two projects initiated since the last Systems Portfolio exemplify the College's commitment to quality improvement and growing maturity in this category. To meet the need to grow leaders for the College, a leadership program was developed that helps employees gain the knowledge and skills for assuming or strengthening leadership roles. The second project, completing a process map of the life cycle of an employee, was instrumental in improving efficiencies and communication within and across departments.

There are many opportunities for employee training and development at BSC. There is significant interest, however, to develop a more integrated and systematic personnel development plan that would be customized to meet the needs and goals of individual employees as well as to meet the needs of the institution. Currently, many development activities assist in meeting BSC goals, but a greater emphasis on strategic and integrated processes would more clearly align personnel plans with strategic goals of the college. Discussion is occurring on campus that will move us toward improvement in this area.

4P1 Bismarck State College publishes its values and expectations on the College website, including the Human Resources (HR) section of the site. Among the things included on HR's website are General & Employee Policies/Procedures, State Board of Higher Education (SBHE) Policies, North Dakota University System (NDUS) Procedures, NDUS Policy Manual (staff), Broadbanding Procedures (staff), employee handbooks/manuals, training information, and standard job application forms. BSC is an equal opportunity institution.

To ensure that we have the talent, specific credentials, and skills needed at BSC, HR works closely with campus departments on recruiting, hiring, and retaining employees. The position description is reviewed and updated as needed before a job is posted. Also, position descriptions are reviewed as part of the annual employee performance evaluation process. BSC also uses Equal Employment Opportunity job categories to define various employee groups and to provide the basis for accurate job descriptions, standardized titles, and specifications for employment.

4P2 We follow a set of personnel policies (see 4P1) to ensure fairness and to determine that employees have the credentials, skills, and values we require. (**3C**) HR is involved throughout the hiring process – from working with a department to analyze and post the position to selecting and hiring a candidate. An initial screening of the applications received is undertaken by HR to determine which applicants meet the minimum qualifications. Further screening of the applications is completed by the hiring department or division to determine candidates to be interviewed. The hiring department works with HR to develop interview questions and processes.

As a result of the two-stage screening process, the best available applicants are selected for interviews. Each full-time opening has an assigned interview committee to evaluate the application information, to conduct the interviews, and to make a decision on the top candidates. Upon completion of reference checks on the top candidates, the interview committee selects the individual best suited for the job. There is a six month probationary period for new staff and a six year probationary tenure process for tenure track faculty.

BSC engages in a rigorous process developed to ensure that the College has a sufficient number of qualified faculty who carry out classroom and non-classroom roles. In recent years, BSC has hired additional faculty members, both full- and part-time. Currently, there is a ratio of 1 to 1.62 of full-time faculty to part-time. Turnover rates of faculty have been declining in the last four years; the turnover rate was 2.44% in 2012. **(3C)**

The BSC Faculty Senate, with its standing committees, e.g., Academic Standards, Curriculum Committee, Tenure Committee, and ad hoc committees, assists in regulating conduct, quality, and sufficiency of faculty. Department chairs and other academic administrators use policy and established procedures that result in the selection of qualified faculty, as well as continued development in pedagogy and best practices. **(3C)**

Faculty members are directly involved in the establishment of the curriculum, setting student expectations, and assessing student performance. The General Education and Curriculum Committees include a mix of faculty, and ex officio administrative and professional staff who ensure that high-quality institutional, program, and classroom standards are in place and followed. An active assessment committee, consisting primarily of faculty members, helps to set effective assessment measures and practices. **(3C)**

Following the requirements of the NDUS and of the College, academic administration and faculty determine the appropriate and necessary faculty credentials. Those requirements are clearly delineated to faculty applicants and the decision to interview and/or hire is based on the fact that applicants possess the required credentials. Master's degrees are typically required for faculty in the liberal arts and sciences, while baccalaureate degrees are required for technical program faculty. Adjuncts are required to have a bachelor's degree or associate's degree respectively. It is sometimes difficult to find faculty in highly technical programs with the necessary educational credentials, even though they may have excellent technical skills. In these cases, the faculty member is hired and is required to complete the needed credentials or degrees within six years. **(3C)**

During the hiring process and first year orientation, it is stressed that faculty are required to keep regular office hours to meet with students and that faculty contact information be provided in all syllabi including office phone numbers and email addresses. The evaluation form that students complete for each instructor asks students to rate faculty availability and helpfulness. **(3C)**

Standards for credentials and degree attainment are set for dual credit instructors and those who teach in consortial programs. Dual credit instructors, who serve as adjuncts, must have a baccalaureate degree; many possess master's degrees. Those teaching in consortial programs or clinical situations possess appropriate degrees or specialized credentialing. **(3C)**

Staff members who provide student support services, such as tutoring, financial aid, academic advising, and co-curricular activities possess the appropriate degrees or credentials to fulfill the responsibilities of their positions. These staff members work in tandem with faculty to provide good service to students. They are members of professional associations who regularly receive training and attend development seminars, conferences, and other training options. Close contact with their counterparts at other NDUS institutions is maintained informally, and formally, through regular meetings. **(3C)**

4P3   [Note: Information related to hiring can also be found in the answers to 4P1 and 4P2.] Recruitment happens both internally and externally at BSC. Job openings are posted on the BSC employment opportunities page and in a variety of local, state, regional, and national publications and online sites, including publications and sites targeted at specific disciplines in higher education. In addition, advisory committee members and industry contacts are frequently consulted to assist in

communicating job openings and to make personal contact with qualified people who may be interested in faculty and staff positions.

The HR section of the College website also includes information for job seekers and employees, including Benefits & Work Life at BSC, Employee Training, and more. In January 2009, BSC adopted a Recruitment & Retention Plan to both attract and retain "highly qualified employees who are enthusiastic about education and service to the BSC community." The plan outlines specific strategies. Through the BSC Foundation, BSC celebrates its employees with Faculty, Adjunct Faculty, and Staff Awards for Excellence and Years of Service awards. The Jack Fellowship, tuition scholarships, and an opportunity to take NDUS classes at a reduced rate also benefit employees and/or their spouses, domestic partners, and children. In 2010-2011 BSC developed an Excellence Through Leadership program for employees to "facilitate development for leadership qualities, characteristics, and skills for program participants, as well as increase knowledge about Bismarck State College." The College is proud that a BSC employee has participated in the annual Leadership Bismarck-Mandan program nearly every year since the program was started by the Bismarck-Mandan Chamber of Commerce.

4P4 To help new employees learn about BSC, HR has developed a formal orientation process, which includes meeting with human resources and payroll personnel. New employees receive an orientation packet and spend a day with HR personnel reviewing campus information, including the College's strategic plan, vision, mission, and values. HR takes new employees on a campus tour to familiarize them with buildings, departments, and employees. New employees are also invited to an informal breakfast or lunch with the president and Executive Council. Individual offices and departments work with new employees to introduce them to their colleagues and teach them specific information related to their particular jobs. New employees are invited to trainings particular to our culture throughout their first year, including empowerment training, personality training, and innovation training.

New faculty members are assigned a mentor during their first year of employment. Mentors meet regularly with their mentees to inform them about the campus culture. Mentors are available to help new faculty develop lesson plans, teaching materials, and syllabi. New faculty are required to attend a series of faculty development workshops which cover a range of topics related to teaching and learning.

HR provides orientation, with an information packet, for new adjunct faculty. Orienting other part-time employees is handled by individual departments. HR provides information packets, but because part-time employees typically have full-time jobs elsewhere, they may not be able to attend formal orientation meetings. For dual credit instructors, BSC offers on-campus training/orientation during the summer that includes information pertinent to their role. At that time, dual credit instructors also have an opportunity to tour the campus and meet with their department chair and/or other faculty members.

4P5 To help plan for personnel changes, the HR office monitors internal data indicators such as early retirement requests from faculty and administrators, employee turnover rates, age and years of service of employees, enrollment growth and/or decline in various programs and disciplines, and changes in curriculum. In addition to internal monitoring, BSC pays attention to employment projections, state and local demographic trends, labor market information, developments in professions and disciplines, developments in business and industry, and developments in technology – all of which can have an impact on personnel needs.

Retirements and resignations require the College to deal with the loss of years of subject, programmatic, and institutional knowledge, skills, and abilities. Fostering leadership, as we are doing with the Excellence Through Leadership program, empowerment training, and other employee development opportunities helps BSC prepare for personnel changes.

While advance knowledge of individual changes in employment status, e.g., retirements, gives department heads and supervisors a chance to make transitions as smooth as possible, individual

departments also do things to prepare for personnel changes that may come with little warning. For example, most BSC administrative departments prepare procedures manuals for their jobs and cross-train employees to ensure that essential work will continue.

4P6 A flattened operational structure emphasizes innovation and empowerment as parts of the established campus culture. A key element of empowerment is the freedom of employees to make decisions relevant to their areas of responsibility. With this flat campus structure as our guiding philosophy, three campus groups help insure that employees have a voice and input into a variety of issues:

1) Faculty Senate was established to provide a forum for academic governance, communication, cooperation, and the development of the educational programs and policies in keeping with the philosophy and mission of the College and subject to the laws of the State of North Dakota and the policies of the SBHE.

2) Staff Senate serves as a governing body for staff employees in the formulation and review of College policies, and in providing a means for the staff to initiate action on matters of concern regarding their needs, welfare, and professional development.

3) The Operations Council, comprised of a cross-section of employees, was created in 2008 to "flatten" the operations of the organization and help the functioning of day-to-day operations of the College. It was also created to help enhance communication throughout the organization.

The BSC Organizational Chart identifies divisions and associated departments and reporting structures. Individual work units, administrative units, and departments meet regularly to share information and to talk about workplace problems/concerns. Annual performance evaluations allow supervisors and individual employees to formally address areas of strengths and of concerns, provide feedback, offer advice, clarify expectations, and set goals.

A department review process focuses on continuous improvement - in efficiency, effectiveness, and in the delivery of quality instruction. It is an activity of guided self-study and reflection that helps departments gauge how well they are meeting the changing needs of students and the public.

4P7 **Policy 100.5 Beliefs and Core Values of the State Board of Higher Education sets forth the core values that guide SBHE actions and decisions. These core values are to be reflected in how the Board and all personnel of the University System carry out responsibilities on a daily basis:**
- **high integrity**
- **open, honest, forthright and mutually respectful in discussion and actions**
- **trustworthy**
- **accountable**
- **cooperative valued partner with other state agencies and entities**
- **responsible stewards of state investment in the University System**
- **scholarship and the pursuit of excellence in the discovery, sharing, and application of knowledge**
- **support and embrace diversity. (2A)**

BSC's mission, key values (People, Excellence, Innovation, Integrity, Learning), and philosophy are communicated to all employees through initial orientations and ongoing training and development. The Code of Ethics Statement expresses BSC's commitment to ethical and professional conduct from every level of employee or volunteer, and describes BSC's dedication to integrity, respect, honesty, and trust. The statement outlines the responsibilities and expectations of employees in the conduct of their duties. As part of the annual performance evaluation process, employees are

required to review BSC's mission, vision, and goals and the Harassment, Drug Free Workplace, Hostile Work Environment, Security/Workplace Violence, Use of Computer and Network Facilities, Theft, Fraud, Abuse, and Waste Reporting, Code of Ethics Statement, and Code of Conduct policies. The employee's signature on the performance appraisal form indicates each has read, understood, and agreed to comply with the policies/statement. (2A)

A session on academic ethics is often presented at the new faculty workshops. Faculty and staff development activities may also include sessions on ethical issues and behaviors.

Annual Mandatory Fraud Training is provided for all employees. Annual Identity Theft Prevention mandatory training is provided to key employees that have access/use of information that qualifies for this training.

Both federal and state policies govern the actions of human resources, financial offices, and auxiliary functions. BSC employees are trained to strictly adhere to the policy requirements and ethical standards set by the NDUS and BSC. Regular audits are conducted by NDUS and state officials during which time BSC has been found to be in compliance. (2A)

The College has an Institutional Review Board and a policy and procedure in place that establishes the correct practice to follow when research is conducted by faculty or staff. The procedure is intended to assure college staff and students who may be affected by the research that the research is sound and does not violate board policy, college operating procedures, or federal regulations concerning protection of human participants. (2E)

Students are informed and guided in the correct use of information resources in classes and by the library staff. An Academic Honor Code policy informs students about their responsibility for honesty and integrity in their classes and assignments. All syllabi contain an academic honesty statement and inform students about the policy and the consequences of violating the policy. Most violations are handled by instructors or department chairs. (2E)

4P8 The College is committed to identifying the skills and training employees need to do their jobs well and to continually improve. We determine training needs by:
- keeping abreast of trends in education, business, and industry
- identifying short- and long-term goals through annual performance evaluations
- conducting surveys
- engaging in strategic planning.

One example of a survey used to identify training needs is the annual Business Partners program survey. Through the survey, employees of Bismarck Public Schools, Bismarck State College, City of Bismarck, North Dakota Department of Transportation, and the North Dakota National Guard can indicate what they most want to learn, e.g., computer software skills and professional development skills (such as communication skills, leadership, and conflict resolution). Courses are then developed and offered to meet the identified needs for training options.

The College's strategic planning process can lead to new initiatives and other changes that may necessitate additional training. Once training needs are documented, funds are appropriated through the budgeting process. As an example, through the recent strategic planning process it was determined that BSC needs to increase the efficiency of our workforce. Due to the positive economic condition of the state and the availability of good jobs, it has become difficult for the College to recruit qualified employees. As a result, an objective to optimize our BSC's workforce was added to the 2013-2018 strategic plan. Part of the plan involves cross-training of employees and the sharing of employees among departments.

4P9 Employee training and professional development needs are addressed in a variety of ways including:

- formal orientations for new employees
- individual training by supervisors and co-workers
- staff and faculty development workshops
- a faculty mentoring program
- empowerment and leadership training
- computer and software training.

Employees are expected to keep up with developments in their own disciplines. The College provides funds to enable employees to participate in conferences, workshops, seminars, webinars, and other avenues of professional development. Staff members are required to participate in two professional development activities each year; faculty members identify their professional development goals in their annual position description. Some departments pay for employee memberships in professional associations and also encourage employees to take an active role in those associations. Publication subscriptions are paid by departments and/or the BSC Library to help faculty and staff stay abreast of developments in their fields.

In addition, the North Dakota University System encourages continuing education through a tuition waiver benefit for employees and BSC offers tuition assistance. The Jack Fellowship provides generous funding for a Bismarck State College employee each year to engage in an educational experience that benefits BSC and the students it serves.

Employees work with their supervisors to identify training that is beneficial to their work and that link to the institutional needs and objectives of the College. The annual performance evaluation provides an avenue for discussing training needs and for assessing the effectiveness and value of training for the employee and the College.

4P10 As required by North Dakota University System policy, benefitted employees are evaluated annually. The purpose is to ensure quality instruction and job performance, effective work practices, and the retention and job satisfaction of all employees. **As part of the process, employees prepare an input form to enumerate major accomplishments and activities, review progress on previous goals, determine new goals, and identify areas for improvement and/or additional training. (3C)** The input form is used by the supervisor to prepare the performance appraisal and is discussed with the employee at the time of the evaluation. The position description is also reviewed as a part of the evaluation process.

The staff evaluation form is reviewed every three years; the faculty evaluation form is designed and reviewed by Faculty Senate as needed.

All full-time faculty are evaluated annually through a three-step process that includes:

1) each faculty member completing a self-evaluation
2) the evaluator (a peer, the department chair, or the dean) completing a performance appraisal after a class observation
3) students of the class completing an evaluation form assessing the teacher's performance.

Following the same three-step process, new adjuncts are evaluated the first two semesters of the first year of employment and then as deemed necessary by the department chair.

Numerous opportunities for professional development are offered to full-time and adjunct faculty, including new faculty workshops, faculty development days, attendance at professional conferences, and tuition assistance and monetary awards for continuing education. Faculty members are required to engage in professional development activities to keep current with their discipline and

with teaching practices. As a part of the evaluation process, they must identify the professional development activities in which they have participated. (3C)

The Continuing Education, Training, and Innovation division asks students and participants to complete evaluations of non-credit instructors, courses, and training. Workforce training evaluations of client and participant satisfaction must also be reported to the legislature regularly.

4P11 One of BSC's core values is People and is reflected in the many ways that the College recognizes and rewards employee performance. Employee service awards are given at five-year increments. Faculty, staff, and adjunct faculty awards for excellence are given annually to recipients in each category. Students and employees nominate employees for the excellence awards; recipients are selected by members of the BSC Foundation Programs Committee. Winners receive a monetary award presented at the annual BSC Celebration. Informal "You Make a Difference" awards recognize co-workers for the extra things they do in performance of their jobs or campus service.

It is the culture of the College and the belief of administration to "promote from within." When a vacancy arises or a new position is developed supervisors first look to current employees who may be ready to move into the position. These are often positions of more responsibility and accountability. Many employees have had the opportunity to advance into increasingly more challenging positions. Also, current employees are highly encouraged to apply for positions as they open.

Faculty promotion is guided by the Faculty Rank policy which outlines the various ranks and the requirements that must be met to be promoted to a higher rank. The tenure track policy determines tenure and tenure-track positions. When vacancies arise, a selection process is used to select department chairs. Department faculty members are actively engaged in the selection process.

BSC's compensation and benefits package is driven by state legislation, State Board of Higher Education policies and guidelines, and state budgets. Currently, North Dakota's economy is strong and the College has been able to offer salary increases and a comprehensive benefits package, including paid medical insurance, retirement plans, vacation, sick leave, and family sick leave as well as choices of other benefits at the employee's expense.

4P12 The College uses both informal and formal methods to determine key issues related to motivation of faculty, staff, and administrators. Visiting with employees informally often elicits helpful information, while more structured activities like department and committee meetings, senate meetings, training sessions, workshops, and development day activities can also be venues for gathering information about employee motivation. Employees are also asked why they want a particular job and about their career goals and objectives as part of the hiring and performance evaluation process.

BSC administers the Campus Quality Survey to assess the level of employee satisfaction with the campus and with individual jobs. The survey asks employees their views about *how things are* and *how they should be* on our campus. This survey has been conducted biennially since 2002. The results of the survey are reviewed by the executive council and are shared with employees. From time to time, locally developed surveys are used to ascertain satisfaction in specific areas.

The HERI (Higher Education Research Institute) Faculty Survey measures faculty members' satisfaction with their profession and various aspects of employment at BSC. The information gathered from the survey is shared with faculty and academic administration for use in improving faculty development programs, developing plans and policies, and improving the educational experiences of students and the faculty experience.

Survey data is used by the councils, senates, teams, and departments for analysis and the development of action steps. Data is shared with the campus on the CORE portal and through other avenues, such as

supervisor meetings or other group meetings. Survey and other data from the data gathering phase of strategic planning have proven helpful in developing strategic themes and objectives.

4P13 BSC is committed to protect everyone on campus and does a number of things to provide for the health, safety, and well-being of employees, students, and campus visitors. The Buildings and Grounds Department keeps buildings, walkways, and parking lots clean, well-maintained, and well-lit. Free phones for local calls are available inside and/or outside several buildings. Security cameras are located in every BSC building. In addition, automated external defibrillators and hand sanitizer stands have been placed in most buildings. All employees receive an updated annual emergency procedure manual. Basic emergency information is posted throughout campus and fire drills are conducted on a regular basis.

BSC participates in Notifind, the NDUS emergency response system used at all University System campuses. Notifind is used to inform students and employees about potential or occurring threats, including weather-related events.

The BSC Security website includes the emergency procedures manual, contact information, policies and forms, information on campus procedures for crime reporting, tips on personal security, information on sex offender registration, and the annual campus security and fire safety report. The College has a full-time Safety and Security Officer, a full-time security guard, two part-time security guards, and a security cell phone that is monitored at all times. Security guards are available to provide escorts upon request. In the spring of 2012, an Emergency Management Team was formed to implement the BSC Emergency Operations Plan that includes training for responding to potential threats. If accidents occur on campus incident reports are completed and filed with the ND Risk Management Agency. The Loss Control committee monitors incident reports and recommends appropriate action.

Programs that are available to help employees maintain their health and well-being include:
- an Employee Assistance Program, in conjunction with a local hospital, provides counseling services for employees.
- A Healthy BSC Community raises employee awareness on a variety of health topics
- Healthy Blue, the Blue Cross Blue Shield's Health and Wellness Program through the North Dakota Public Employees Retirement System
- discounted memberships at the BSC Aquatic and Wellness Center.

Health-related enrichment credit and non-credit classes are also available to employees. BSC has been a tobacco-free campus since January 2006.

Employee satisfaction data is gathered through surveys such as the Campus Quality Survey, local surveys, and the HERI faculty survey referred to in 4P12.

4R1 Measures that are collected include the Campus Quality Survey that evaluates employee satisfaction. Simple opinion surveys are used to identify employee opinions and perceptions on various issues. Employees participate in cross-functional teams and other committees that generate data to be used for decision making.

The Higher Education Research Institute (HERI) survey provides information about the attitudes, workload, job satisfaction, concerns, and other factors that impact the lives of faculty members.

Through the annual performance evaluation process, we collect measures of employee satisfaction and needs. Supervisors analyze this information to make changes that help employees realize their potential and recognize their valuable contributions to the College. Monitoring turnover rates and reviewing information gleaned from exit interviews and letters of resignation can also shed light on employee satisfaction.

HR also tracks exit interview information from employees leaving BSC. The information is shared with supervisors. HR looks for trends, possible efficiencies, workload information, ideas for improvements, etc. Career growth and salary are cited most often as reasons for leaving BSC.

4R2 The results of the HERI survey show that faculty expressed high levels of satisfaction in the following areas:

- competency of colleagues
- health benefits
- freedom to determine course content
- course assignments
- job security

- social relationships with other faculty
- retirement benefits
- autonomy and independence
- professional relationships with other faculty
- departmental leadership.

Further results of the HERI survey show that overall job satisfaction for faculty is at 91.4%. To the question, "if you were to begin your career again would you still want to come to this institution?" 89.7% responded definitely or probably yes.

The Campus Quality Survey shows that BSC employees are satisfied with their employment. The combined percentage of *satisfied* and *very satisfied* employees is at 84%.

Evaluations are completed by employees for the trainings we offer. The information is assessed and reviewed for improvements, changes, new ideas for training and development, etc. Employees have the opportunity to suggest specific training through the Business Partners program, a collaboration with businesses to provide business training to community employees.

Turnover, age distribution, recruitment, retention, salary, market and tuition assistance are a few of the metrics HR tracks to ensure proactive planning for the future. Employee turnover averaged 6.7% from 2009-2012. Most of our employees are in the 27-47 age range, closely followed by those aged 48-65.

The BSC Jack Fellowship Program funds professional development for a Bismarck State College employee to engage in an educational experience that ultimately benefits BSC and the students it serves. The Fellowship is intended to fund sabbatical leaves that partially underwrite the salary and/or expenses of the employee. Each Fellowship recipient receives a monetary award of up to $25,000 to be used to enhance the recipient's professional performance. To date, seven employees of the eleven who have received the award completed degrees. One person did not complete the fellowship; three employees are in the process of finishing their degree programs.

The BSC Foundation provides a tuition scholarship for spouses, domestic partners and/or children of any benefited BSC employee. The scholarship amounts are $200 to $1,000. From 2010-2012, 69 family scholarships were provided to family members of employees

Benefited employees are allowed tuition waivers to enroll in three BSC and/or other NDUS college or university classes per calendar year. Over the last five years, 68 employees have benefited from the tuition waivers; the tuition waived during that period totals $85,766.63.

The faculty mentoring and orientation program demonstrates to new faculty how important they are to the campus and that BSC wants them to be successful in their new positions. Since the program began in 2004, 67 newly hired faculty members have participated in it; of that number, 56 are still employed at BSC.

4R3 The strategic plan objectives and AQIP goals are used for the development of action plans and activities on the part of departments, divisions, and cross-functional teams. The completion of strategic plan activities is an indication of effective and productive work on the part of BSC employees. The

NDUS requires an annual report that presents achievement of goals and objectives, as well as meeting specific required accountability measures.

The department review process includes an evaluation of program and discipline goals and objectives, enrollment, professional development, student success, demand, and other factors that demonstrate effectiveness of programs and departments. Annual assessment reports provide evidence of student learning and student evaluations of classes and faculty show the student perspective on the effectiveness of teaching and learning. More information can be found in Category One.

The 2012 Campus Quality Survey measures indicators in the category *Quality and Productivity Improvement Results*. The performance gap between *how it should be* and *how it is now* is at 0.740. The item, *this institution believes in continuous quality improvement* has a performance gap of 0.259 and the item, *quality improvement tools and methods are used regularly to solve problems* has a performance gap of 0.719. Small performance gaps such as these are considered positive indicators.

4R4 Results of the HERI Survey (see Figures 4.1 and 4.2) are positive and show that full-time faculty are satisfied with employment at BSC and aspects of the job.

Aspects of the job with which faculty are "very satisfied" or "satisfied"	Bismarck State College	Other 2 year colleges
Salary	53.4%	59.7%
Health benefits	87.9%	79.6%
Retirement benefits	79.3%	74.3%
Opportunity for scholarly pursuits	68.5%	55.3%
Office/lab space	70.2%	71.3%
Autonomy and independence	91.4%	82.0%
Professional relationships with other faculty	87.9%	85.7%
Social relationships with other faculty	81.8%	80.4%
Competency of colleagues	86.2%	83.1%
Job security	93.1%	75.1%
Departmental leadership	77.6%	77.0%
Course assignments	89.7%	87.3%
Freedom to determine course content	98.2%	89.5%
Prospects for career advancement	58.5%	56.0%
Clerical/administrative support	72.2%	61.4%
Overall job satisfaction	91.4%	85.8%

Figure 4.1 Satisfaction with aspects of job – HERI Survey

If you were to begin your career again, would you:	Bismarck State College	Other 2 year colleges
Still want to come to this institution? • definitely yes • probably yes	 70.7% 19.0%	 51.2% 32.5%
Still want to be a college professor? • definitely yes • probably yes	 67.2% 25.9%	 70.0% 20.9%

Figure 4.2 Career questions – HERI Survey

From the recently administered Campus Quality Survey we learned that when comparing BSC's overall average *how it is now* ratings with other two-year colleges, BSC rates higher in all eight quality categories as shown in Figure 4.3.

Strategic Quality Planning	+.526
Employee Empowerment and Teamwork	+.411
Employee Training and Recognition	+.348
Top Management Leadership and Support	+.316
Quality Assurance	+.309
Measurement & Analysis	+.296
Quality & Productivity Improvement Results	+.259
Customer Focus	+.182

Figure 4.3 Campus Quality Survey "how it is now" comparison

A North Dakota University System exit survey is conducted for employees leaving employment at BSC. This information is compiled by institution. HR annually reviews each campus' exit interview information and a compiled NDUS exit survey is accessible for review. The data is used to determine trends, salary trends/competitiveness, job satisfaction, etc.

An external indicator of BSC being a good place to work comes from the Young Professionals Network (YPN) Bismarck-Mandan. In 2007, YPN initiated the "Top 10 Young Professional Workplaces in Bismarck-Mandan" competition. To be eligible for the competition, businesses must employ young professionals (those under age 40). BSC has been on the "Top 10" list five times -- 2007, 2009, 2010, 2011, and 2012.

4I1 We continue to implement our Recruitment and Retention Management plan that was developed about three years ago. The purpose of the plan is to focus on recruiting and retaining good employees. Since the plan was initiated we have added other components, such as a tuition assistance program and, to address the difficulty of hiring good employees, a sign-on bonus for certain positions. We are offering to pay moving expenses for new employees. Of particular importance, we implemented the Excellence Through Leadership (ETL) program. ETL is a year-long program during which a group of about 12 employees learn leadership skills, support one another on their leadership paths, and work on a group project designed to improve the College in some way.

Empowering employees goes hand-in-hand with our environment of innovation and flattened decision making. We believe that when employees are empowered to make decisions they will also feel free to be more innovative and to look for creative solutions to problems or to imagine bold ideas. All employees have participated in empowerment training and supervisors have attended additional empowerment training sessions.

The Operations Council recently began to offer regular meetings for supervisors. These meetings focus on various aspects of the college and present information that should be shared with the employees in every department. Topics for the meetings include enrollment updates, policy updates, survey information, and major project updates. The supervisors were surveyed at the end of the academic year to gain feedback about the meetings. Of the 58% of the supervisors who responded, 91% indicated that they found the information presented at the meetings to be always or usually useful.

An objective from our 2010-2012 strategic plan was to "evaluate BSC's operational processes to identify opportunities to increase efficiencies, trust, and communication." The Operations Council was responsible for meeting this objective. A team of faculty, staff, and administration met regularly for a year to determine methods to make improvements in these critical areas. The results of the team's efforts were presented in a report that included several suggestions for improvement. Among the recommendations was to make campus information accessible to all employees in one central location. This recommendation is being addressed by CORE, the SharePoint portal. Another recommendation was mapping campus functions and processes to improve efficiency. Through the development and sharing of these process maps efficiencies could be realized and communication improved. With greater communication and cross-functional teamwork trust would also be enhanced.

The Operations Council recommended developing a process map that would track the life cycle of a BSC employee from recruitment to the end of employment. A core team of employees worked on the project and brought in other employees, as needed, to add expertise. The process resulted in the identification of 23 efficiencies that were addressed. The process map (Figure 4.4 shows one phase) is a useful tool for communicating the employment steps and is available for all employees to view.
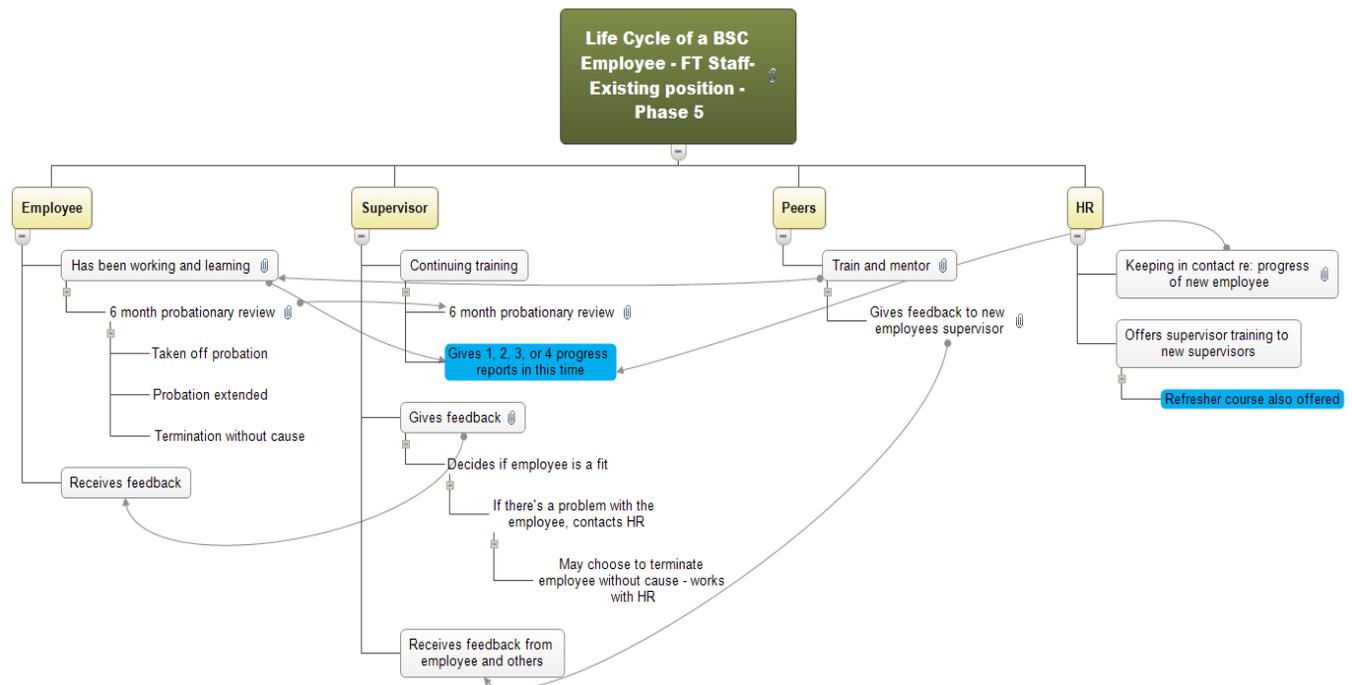

Figure 4.4 Phase 5 of Life Cycle of an Employee process map

4I2 A culture of innovation is a culture of engagement. Bismarck State College has worked to create an environment that places innovation as a priority. BSC employees who see a need and can identify a solution have several avenues to initiate desired change. Improvements are targeted by the Faculty and Staff Senates, the AQIP committees, the strategic planning committees, the Operations Council, and even by the ETL classes. A recent project of the ETL class was the development of the Incubator for Creative Endeavors (ICE), a think-tank type of room that provides a comfortable atmosphere conducive to the development of innovative ideas. Other projects include the development of a campus child care feasibility study and the development of a campus walking trail and outdoor learning spaces.

Employees with innovative ideas are not limited to working through the formal, established committees. An employee or group of employees could prompt change through Wild Endeavors or through CQI facilitations.

Wild Endeavors is a program that vets and funds employee proposals for innovations. Projects have ranged from the introduction of ergonomic work stations to water bottle refilling stations to a mobile audio-recording system. Some innovations have come from CQI facilitation sessions in which employees process-map systems. The process maps identify opportunities for increased efficiencies

BSC employees know there are numerous resources to implement their ideas that would make life on campus better. Employees see their ideas implemented, have ownership in innovation on campus, and therefore are more engaged than before.