EMPLOYEE PROFESSIONAL DEVELOPMENT PLAN 2016

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June 2016

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Definition of Professional Development

Professional development is a planned program of activities and events that provides for and contributes to the personal and professional improvement of employees. Professional development opportunities are for all employees in all job categories.

Philosophy of Employee Professional Development

Saint Paul College recognizes that the employees are its most valuable resource. The College is committed to developing the talents of its employees. We value our employees and understand that continuous learning benefits the College and our students by developing and maintaining employee skills and supporting successful leaders at all levels. This commitment is realized as a shared responsibility between each employee and the College.

Importance of Employee Professional Development

If Saint Paul College wants to attract and retain the talented and experiences employees, it needs to invest in employee growth and development. According to the outsourcing and talent management company Jumpstart HR, innovation and improvement is a result of an organization that fosters learning and constant improvement.

Employee development helps with employee recruitment, retention and engagement.

- **Recruitment efforts** – The College's ability to provide opportunities for growth is an incentive to come work at Saint Paul College. Tuition waiver is one of the main forms of employee development the College offers. This is true for both faculty and staff as both sets of employees take advantage of this benefit. Saint Paul College is part of the MnSCU system. There are many opportunities for career development and advancement within the system.
- **Retention** – In addition to tuition waiver benefits, the College provides the opportunity for staff to apply for staff development funds and faculty to apply for faculty development funds. The onboarding process plays a key role in the initial retention of employees. According to HRO Today magazine (2016), the opportunity for growth and development is a driver of both retention and engagement. Providing stretch goals, cross training and leadership roles on projects are all growth opportunities.
- **Engagement** – Employees that are offered the opportunity for employee development feel valued by their employer and that value leads to higher levels of employee engagement. High employee engagement leads to increased efficiency and high quality work. By developing the employees both professionally and personally, the organization benefits from this growth. According to HRO Today (2016), organizational values are a critical piece to obtaining full engagement. Values should be communicated often and incorporated into the interview process and performance evaluation. Saint Paul College uses the PACE survey of employee engagement on a bi-annual basis. The PACE data provides the college a measurement of employee engagement and highlights the areas in which we need to improve.

College Mission

The College's mission, vision, and values provide a basis for the employee development plan, beginning with the recruitment process through the employee life-cycle. The College's vision, mission, and values are incorporated into our recruitment process, employee onboarding, training & development and the employee off-boarding process. The vision, mission and values are as follows:

Vision

Saint Paul College—A Community & Technical College will be a leader in providing comprehensive life-long learning by utilizing and providing innovative and quality-focused strategies and services.

Mission

The mission of Saint Paul College is to provide:

Education for Employment…Education for Life!

Saint Paul College offers comprehensive learning opportunities in both career and transfer education to enhance personal knowledge and advance economic opportunity for the benefit of a diverse population of constituents which includes students, business/industry/labor and the community.

Values

Saint Paul College — A Community & Technical College is committed to the following values. The College mission and goals are based on its values which are central to an effective learning organization.

- **Respect**
  Student-Centered
  Cultural Diversity/Inclusiveness
  Human Diversity
  Collaboration

- **Excellence**
  Teaching & Learning
  Career & Transfer Education
  Student-Focused Services
  Innovation
  Accessibility
  Technology

- **Integrity**
  Honesty
  Accountability
  Decision-Making
  Climate Responsiveness

Onboarding

According to the Society of Human Resources Management, onboarding is a systematic and comprehensive approach to integrating a new employee with a company or organization and its culture. Onboarding provides the new employee the tools and information needed to become a productive member of the team.

A 2009 study by the Aberdeen Group survey showed that 83 percent of the highest performing organizations begin onboarding prior to the new hires first day on the job. Saint Paul College is one such organization. We have developed an onboarding program that provides supervisors an easy mechanism to have the appropriate tools in place prior to a new employee's first day on the job, and gives new employees a less chaotic and streamlined start to their new position. This is accomplished using SharePoint software to seamlessly create a new employee ID, network account, phone number and voice mail, appropriate electronic equipment, a mailbox, keys and business cards (when appropriate) prior to an employee showing up for their first day of employment. The SharePoint system creates the new employee in the directory and an employee asset page tied to the MnSCU StarId system. The system in place at SPC is being used as a template for the MnSCU system and is on the leading edge amongst MnSCU institutions.

The electronic onboarding system, while impressive, is only the start of the employee lifecycle. Beyond the onboarding system, the human resources staff conducts a new employee orientation, lasting one to two hours, in which employees complete any missing or required paper documents, are told about essential employee policies and compliance trainings and in-depth answers related to employee questions on benefits are provided. New faculty members are provided with three full days of orientation and are introduced to many systems, policies and procedures. The orientation takes place immediately prior to the beginning of the semester in addition to two days of faculty in-service providing an immense amount of new information which has the effect of overwhelming the new faculty members as they are about to enter the classroom.

Once all new hire paperwork has been signed and the orientation is completed, the real work of employee onboarding needs to take place.

The supervisor needs to set expectations and introduce objectives beginning on the first day of employment for new employees. The review of the position description with the new employee is one way of establishing expectations and objectives. Supervisors dedicate time to orientating their new employees to the College, the MnSCU system and most importantly their role and function at the College. Supervisors must provide appropriate training on electronic systems and on college policy and procedures and specifically their job tasks.

The College has implemented quarterly meetings with new employees. The meeting is a way to check-in with these employees, expose them to other employees from different departments and most importantly to find out how their onboarding at Saint Paul College could be improved. The feedback of these sessions has been useful and the College has implemented small changes that

have been suggested by the new employees or as a result of feedback from new employees. The College is piloting a quarterly new hire meeting during the 2015-2016 academic year in place of the once a year meeting.

The College has recently rolled out a new [onboarding supervisory checklist](#). The purpose of the checklist is to assist supervisors in ensuring that important details are covered that will help acclimate new employees to the Saint Paul College culture. The checklist includes things like, take the employee to coffee/lunch on their first day, expectations on communications, and the process for requesting leave. Other features include: an on-going intranet web-page that lists new hires, including a picture of the individual, the job title and function they will be performing, and where to locate them; introductions to employees in other departments for which they will come in contact; and a tour of campus necessities such as: elevators, stairs, restrooms, café, etc.

Future Enhancements to Onboarding & Recruitment

- To increase recruitment efforts, a visual infographic will be added to the College's employment web page and to position postings. The infographic will represent the variety of diversity on campus, degrees and classes we offer

- Links to the College's Affirmative Action Plan, Diversity & Racial Equity Plan and Professional Development plan will be added to the employment web page.

- A video message from College President and featuring college leadership and students talking about diversity and racial equity will be produced. The message will be sent to all applicants selected for interviews.

- Develop an equity and inclusion assessment to be given at the start of employment, then the Chief Diversity Officer will meet and present the answers and allow for post-assessment learning and growth.

- The College President will meet with all new employees one-on-one within the first three months of his or her employment, regardless of the position hired.

- Require all new employees to participate in a "Start Here" session their first week. The "Start Here" session provides a tour of the College and provides answers to questions they may not even know they had. This also exposes the new employee to our customers, the students. New faculty members should also attend the "Start Here" sessions. One of the common pieces of feedback that HR receives is that our faculty members tend to associate mostly with members of their own department/division and do not know what programs the College offers nor the individuals that teach those programs. New faculty also need to be introduced to staff members throughout the College, including Student Services, IT, library staff, and administration.

Strategies for Employee Professional Development & Training

Saint Paul College is committed to the professional, career and personal development of all staff and faculty.   The professional development activities sponsored by the College should accommodate the needs, values, and goals of the institution and the individual. The College supports professional development through encouragement and funding.

An employee's efforts to learn and their commitment to the ideals of academic life are essential if the College is to maximize and nurture a corps of professionals who are current in their disciplines, who utilize innovative instructional techniques and technologies, and who support the commitment to provide quality education to all students. Faculty and staff are encouraged to assess career objectives, consider present roles, incorporate professional development goals and calculate the resources needed to achieve goals. Career and professional development opportunities to consider include:

- Service on College committees
- Become a train the trainer
- Engage in civic and social boards
- Present at conferences

Development funds provide opportunities for improving the quality of the employee's professional activity, career potential and personal life. The College supports individual employees through the use of professional development dollars which are provided through multiple sources including, staff development funds, faculty professional development funds, and individual department funds, along with tuition waiver as established under collective bargaining agreements, sponsoring on-campus training activities and through attendance at professional conferences and meetings.

Staff Professional Development

Staff Professional Development funds are handled through the Human Resources Committee. Individual staff members or individual departments may request funds. The funds are available on a first-come, first serve basis up to a maximum amount of $500 per staff member per year. The total amount of staff development funds available can vary, but typically does not exceed $10,000 per year. Individual staff members must have a current Individual Development Plan (IDP) on file in order to request funding from staff development. Funds are also dedicated for required supervisory training for new supervisors along with leadership and development training of supervisors, directors and faculty members. Staff Development funds have also been used to provide health and wellness initiatives. A request for staff development funds is required.

The purpose of the IDP is to provide a staff member with the opportunity to analyze their own development needs, set specific short- and long-term goals, and decide which opportunities best meet those needs and goals. The IDP process should stimulate useful introspection and focused planning. The staff member starts with an assessment of self and moves to goal setting and

determination of the best type of development activities that will assist the staff member in meeting their goals either through degree attainment, technical education, industry experience or attendance at professional conferences and seminars. Saint Paul College supports the continued growth efforts by promoting lifelong learning as it relates to the employee's position or growth at the College. By using the IDP as a guide to develop the employee's skills and attributes they need to progress in their careers, the IDP also assists the immediate supervisor in supporting the staff member's development. The Supervisor can provide coaching to the employee on developing goals and creating a timeline and providing resources. The supervisor should also monitor the progress the employee is making towards their goals by doing check-ins and also providing positive reinforcement.

Faculty Professional Development

Faculty professional development funds are dedicated funds as negotiated by the Minnesota State College Faculty union. The amount of funding per year is based on the total number of Full-Time Equivalent faculty or FTE. The FTE is then multiplied by $250 to arrive at the amount of funds deposited into a faculty development fund. The faculty development fund is managed in part by a faculty development chair and committee and eventual approval by the College president. The funds can be used for activities that are faculty initiated for the purpose of personal/professional development. Funds support the professional development of the faculty, the development needs of the academic departments, and the planned instructional priorities of the College. Funds may be approved to reimburse the cost of tuition, travel, housing, meals, and registration associated with participation in these events. The committee receives application for funds via an online application system. The current maximum that faculty can receive ranges from $500 to $1800.   Additional information related to faculty professional development funds can be found on the intranet in the MSCF Professional Development Committee Resources folder.

The College has also created a Teaching and Learning Center (TLC). The goal of the TLC is to use the talents of our Faculty and Staff to accomplish or complete a task. The Teaching and Learning Center will identify needs and develop resources for promoting teaching and learning on our campus. The College has committed funds to provide a faculty teaching and learning coordinator each year.

The TLC supports professional development for all college faculty in order to improve student learning through enhanced teaching effectiveness. The TLC strives to provide programming and resources in areas such as instructional technology, distance and online learning, critical thinking, and classroom management.

The TLC coordinator is a current faculty member that is provided release time to work collaboratively with the academic administration. The TLC Coordinator works collaboratively with the Minnesota State Colleges and Universities system office to inform faculty via e-mail of professional development opportunities distribute teaching and learning resources, and coordinate and provide local workshops and events. The TLC provides resources on instructional design, orientation and training, and instructional technology. The College and TLC Coordinator are supported by an instructional designer, instructional technologist and D2L

Brightspace administrator.

All unlimited faculty members prepare a [Faculty Professional Development Plan](#) (FPDP) as required under College policy 03.32.01.0. The FPDP is developed in consultation with the academic dean and addresses specific objectives and expected outcomes in up to six component areas of development as follows:

1. content knowledge and skill in the discipline/program;
2. teaching methods and instructional strategies;
3. related work experience;
4. study appropriate to the higher education environment;
5. service to the college and the greater community; and
6. other components, as appropriate.

The FPDP plan may cover a period of one or more academic years, dependent upon the nature of the activities to be completed. While the plan effective dates may vary, all plans will be reviewed on an annual basis to ensure progress and relevancy to the faculty member's credential field and level of teaching experience.

Sabbaticals are another form of professional development provided is faculty sabbaticals. A sabbatical is a leave of absence from their teaching assignment to renew or develop skills. Faculty members may apply for a sabbatical and are approved based on the requirements outlined in the current MSCF contract. The current number of sabbaticals provided for faculty per year cannot exceed eight. Sabbaticals may be for one semester or for a whole year.

Tuition Waiver

Tuition waiver is an additional avenue of professional development funding that is available to faculty and staff. While the requirements to access tuition waiver benefits vary based on the collective bargaining agreement, the tuition waiver benefit allows employees to take college credit courses at Saint Paul College or another MnSCU institution toward degree attainment and lifelong learning. The tuition waiver benefits as established by each of the collective bargaining units are available in Appendix A.

Requests for tuition waiver must be submitted utilizing the MnSCU [tuition waiver module](#). The module link can be found on the College intranet SharePoint site under the Human Resources Office.

College Sponsored Development and Training

Development and training is provided on a yearly basis college-wide during dedicated in-service days, up to five times per year. During in-service days, the College provides a key-note speaker, covers changes to policies and procedures, provides updates on the current state of the college, and covers any other relevant information. However, there are limitations to providing training during in-service days. Many staff employees are unable to attend the in-service days, as the days are scheduled at the beginning of the academic year, the busiest time of the year. The

College has begun to provide a separate staff development day in the month of September to allow staff employees the opportunity to experience the same opportunities provided to faculty at the beginning of each academic year. To the degree possible, professional development activities will be integrated into the operation of the College.

Employees identified for leadership development are encouraged to apply for one of three leadership programs, including: The Luoma Leadership Academy, the MnSCU Executive Leadership Program and/or the Leadership St. Paul program. Each program participant is chosen through a nomination and application program. The College will continue to support and encourage its faculty, staff and administrator's to apply for these programs when they are open for application.

Future Enhancements to Training & Development include:

- A dedicated day for staff training. This day would require the College to close all offices. This has been identified as a practice that works at other MnSCU Colleges and Universities. The training day is typically held in the early to mid-spring semester. Closing all offices allows all staff to receive training on topics most pertinent to them instead of more faculty driven topics. It will allow the staff the ability to focus only on the topics being presented instead of rushing back to serve students. The day can be split into a key note speaker for all faculty and staff and then break-out sessions for staff and department meetings for faculty.

- Utilize Coaching and Mentoring. The College will encourage all new administrators hired to take advantage of professional coaching offered through MnSCU. The focus of the coaching will be to help the new administrator transition successfully into their role. Up to three, one-hour sessions are provided at no cost to participants during their first academic year in a new position.

- Employee Learning Management System (ELMS). The ELMS system has been rolled out at the State of MN and MnSCU System level. We will investigate if the system can also be used locally to track individual employee development. The system will be a repository for all training and development.

- Develop a Wellness Plan. The Plan will outline activities and programs that can be developed to encourage employee productivity and reduce employee absenteeism.

- Cultural competence, diversity & inclusion training. Saint Paul College is one of the most diverse college campus within the MnSCU system. Saint Paul College utilizes multiple recruiting sources to attract persons of color for our positions. It is important that our employee base reflects the student base. The following steps will be taken to enhance our current efforts on cultural competency and diversity and inclusion:

    - To ensure that all applicant pools are diverse, the College will implement the use of an affirmative action tracking form and monitor diversity targets and strategies for meeting the targets established by the MnSCU Strategic Performance Metrics.

- A search committee handbook has been developed and will be available in fiscal year 2017. The "Building a Workforce That Delivers Excellence in Education" search advisory committee handbook covers three main topics including: 1) The Roles and Responsibilities of Search Advisory Committee Members; 2) The laws and policies for the Search Process; 3) Mitigating the Effects of Unconscious Bias. These topics will be covered during in-depth, on-line trainings.

- The College will provide in-person "Unconscious Bias" training for all hiring supervisors and faculty department chairs during the spring semester of 2016.

- The College must invest in cultural competence training to ensure that diverse employees and students will continue to feel comfortable and valued. The College will incorporate the IDI assessment for all employees and create an intercultural development plan.

- Explore the creation of formal Employee Resources Groups on campus. An employee resource group is a group of employees who come together around common interests, issues and background and exists to provide support, networking and professional opportunities. (Examples include people of color Black/African-American, LGBTQ communities, etc)

- Additional recommendations from the [Diversity & Racial Equity](#) plan will be evaluated and incorporated into the professional development plan.

Identifying Professional Development Needs

Supervisors and employees should use the annual performance evaluation to review previous accomplishments, capabilities and identify training needs. At the time of the evaluation meeting the supervisor and employee shall establish goals for the next year. The goals can be solely work-related such as increasing service levels, or the goals could be designed to improve the employee's skills or education and to challenge the employee for the next step in their career. Intercultural competency of employees and how to improve upon intercultural competency should be discussed and included in the evaluation process.

Supervisors should be analyzing the skill levels of employees today to determine where improvements are needed to continue to be an innovative learning organization. Outside of the annual performance management process, supervisors should make a point of regularly acknowledging good work and providing corrective feedback.

Recognition

The college formally recognizes all employees once a year at the "Employee Appreciation Celebration." At the annual event, employees that are reaching an important milestone with their employment at Saint Paul College are provided a certification of achievement, lapel pin, and gift. Employees that are retiring or have retired over the course of the past year are recognized for their years of dedicated service. At the event, the college also recognizes select individuals and

teams of employees with an "employee excellence" award. The excellence award recipient is nominated by another college employee(s) or student(s) for making an outstanding contribution to Saint Paul College, above and beyond normal work duties.

Off-boarding

The College off-boarding system is integrated with the onboarding system. The College can remove assets from employees as they separate from the College, whether it be due to a resignation, retirement, layoff, or other type of separation through the use of the SharePoint system. A supervisor separation checklist has been created to ensure that all College property has been returned and that the employee's needs are served.

Saint Paul College also has an exit interview process in place. Employees leaving the College are provided an opportunity to complete a paper exit survey and to meet with a human resources member to discuss the employee's tenure with the College. The purpose of the exit survey is to provide the College with information that we can use to improve our processes and engagement with current and future employees. Separating employees can provide the reason why they are leaving and reasons why they were satisfied or dissatisfied with their employment at Saint Paul College. While some of the suggested items are out of our control because of the fact that we are part of a much larger state system (i.e. pay scale and benefits), there are suggestions that we can use to determine if additional measures should be put into place to increase employee retention and satisfaction (i.e. training and communication).

The nature of the separation is taken into account when reviewing the data.   The data is reviewed and shared as appropriate with the direct supervisor and or administration.

Once specific equity and inclusion initiatives are implemented, specific equity questions will be integrated into the exit survey process. It is anticipated that this component will be added to the exit process in early 2018.