Human and Organizational Development Implementation Team Report

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INTRODUCTION

Our Vision

The Human and Organizational Development Implementation Team believes that in order to support the mission, vision, values and goals of NKU’s 2018 Strategic Plan, Fuel the Flame, considerable attention needs to be focused on the development and wellbeing of our people. The advancement of student success will be significantly enhanced by the sense of community we create—one that strives to develop our leaders, faculty, and staff to their fullest potential. Furthermore, our team believes there are improvements we can make as an organization that will provide a solid foundation for all members of the NKU community to be successful in our chosen roles. We believe that a focus on these human and organizational development initiatives will ignite a flame within each of us.

Our Information Gathering Process

To assess the current environment, our team gathered feedback from the campus community, identified current practices, and reviewed professional literature and research reports. Three subcommittees were formed to address 1) staff training and development, 2) faculty development, and 3) leadership and organizational development.

The first subcommittee hosted an open forum in March to encourage individuals to share ideas related to personal and professional development, training, leadership, and organizational development. They also developed an inventory of existing training and development offerings available to staff. The second subcommittee took stock of the University’s central resources dedicated to faculty development, surveyed senior academic leaders about existing professional development opportunities for faculty in the colleges, and compiled information about centralized resources at other Kentucky universities. The third subcommittee met with campus experts on organizational change and leadership development and reviewed the literature on best practices at other institutions.

CURRENT ASSESSMENT

What We Learned

Training and Development Subcommittee

The Training and Development Subcommittee began by gathering a list of training classes that are currently offered on the NKU campus. The subcommittee found training and development opportunities related to safety, compliance, professional development, personal development, wellness, technology training, management, selected policies, and new faculty/staff orientation. See Appendix A for a more detailed listing.

The subcommittee then set out to gather information from staff and faculty to assess their thoughts on current training as well as what training classes and professional development opportunities they would like to see offered in the future. Some of the highlights of this session included a
centralized training function to provide consistency, required annual training classes for all positions that are tracked, encouragement and acknowledgment for employees who take the initiative to develop themselves, as well as opportunities for advancement including clearly mapped career paths.

Based on the findings and in order to provide training and professional development opportunities to NKU employees, there are several foundational pieces that need to be put into place. First among them is the implementation of a formalized compliance training program in order for the University to be compliant with government regulations.

Second, a Learning Management System (LMS) is needed to properly track the completion of training classes and provide training plans for all positions. Learning Management Systems (LMS) give the ability to train, teach, manage and track learners. Information regarding the delivered content is collected and presented via reports. A good LMS handles all the aspects of the learning process. Employees can use the LMS to determine learning needs or requirements, register for learning, launch online content, and view and maintain a transcript. Through LMS, the university can track compliance, completed modules and review how well the content was learned.

Third, the Training & Development sub-committee found that improving internal communications about training and professional development opportunities will enhance employee knowledge about job-related training requirements and opportunities for professional growth. A website that provides a calendar of training classes would allow employees to access one site to find training opportunities.

**Faculty Development Subcommittee**

Regarding faculty teaching effectiveness and enhancement, there are two centralized entities on campus that encompass activities surrounding teaching and learning development. The mission of the Center for Innovation and Technology in Education (CITE) is “to assist the university community with integrating technology into academia and administration.” This group provides a variety of services to faculty, staff, and students including learning management support, instructional design assistance, academic technology support as well as academic and administrative technology training and a one-stop technology center focusing on students. The Teaching Effectiveness and Enhancement Committee (TEEC) is a faculty senate subcommittee focused on teaching effectiveness and enhancement. Its mission and purpose is to help faculty improve their teaching in ways that ultimately leads to student success.

The subcommittee also discussed the lack of a designated physical location on campus where faculty and other members of the campus community can gather to discuss teaching effectiveness and access related resources. To create a community of leaders, faculty, and staff that will have an impact on student success, we recommend a collaboration of administration, faculty, and staff to create opportunities to enhance teaching and learning. A center for the enhancement of teaching and learning that brings together the activities that are presently conducted by CITE and TEEC would provide for opportunities for faculty to present, share, and develop innovations that will, for example, develop and expand transdisciplinary studies; expand applied and experiential learning opportunities; and, infuse technology to facilitate learning. The development of learning communities in teaching and learning, as well as leadership will bring about a culture of collaboration that will support the faculty lifespan at NKU.
Meet, Greet, Grab a Seat is an annual conference for faculty that started in 2011. The subcommittee contends that the objectives of the Meet, Greet, Grab a Seat serves an important function in that it allows faculty to convene and share effective teaching and learning practices. It also provides an excellent opportunity to familiarize new faculty to the academic community. There is a concern that the conference will become too formalized and lose some of the intrinsic aspect of idea-sharing. The subcommittee recommends an examination of program evaluations, particularly faculty preference regarding conference programming.

Finally, the group observed that faculty evaluations and RPT guidelines do not focus enough on the teaching enhancement activities of faculty members. Neither the FAR nor RPT files currently contain a section under teaching that require faculty to summarize their development activities both within and outside the classroom. As a result, more emphasis is given to student evaluation measures of faculty than to teaching enhancement activities. In the scholarship category, more recognition should be placed on the scholarship of teaching and learning (SOTL).

Organizational Leadership, Development, and Values Subcommittee

Based on the HOD Team’s findings, faculty, staff, and administrators alike are eager to develop their leadership skills and abilities. In recent years, NKU has offered a variety of ad hoc leadership development opportunities to individuals across campus, such as Leadership Kentucky/NKY, ACE fellowships, job-specific programs offered by professional organizations, and the Women’s Institute for Leadership Development. However, NKU does not currently have a formalized ongoing leadership development program for administrators, staff, or faculty. Training programs for select groups, such as academic department chairs, focus more on policies and procedures than on leadership skills.

The subcommittee also found that in years’ past, the University periodically tapped into faculty expertise to provide leadership development training. But again, these programs were more ad hoc in nature. Through interviews and discussions, the group determined that faculty resources currently exist that could be tapped into as the University develops and delivers leadership curricula to current and emerging leaders, as well as to faculty and staff at all levels of the University community. These resources reside in a number of academic disciplines, including educational leadership, executive leadership and organizational change, organizational leadership, business, and psychology.

Finally, the subcommittee reviewed Fuel the Flame for objectives that supported organizational development. These include streamlining policies and committees, improving risk management, holding individuals accountable for meeting and exceeding performance expectations, improving internal communications, and staying focused on wellness. In addition, a positive finding from the individuals who participated in the HOD open forum was that faculty and staff appreciated being invited to participate in open forums and other means for tapping into employee talent and innovative ideas. And they were excited about the University’s recent efforts to become a high performing organization.

Our Recommendations

In keeping with this vision, the Human and Organizational Development Team proposes three basic themes as the framework for our recommendations:
A. Engage in practices that build a solid foundation for individual and organizational effectiveness and well-being.

B. Create a community of leaders by expanding professional and leadership development opportunities for NKU’s staff, faculty, and administrators.

C. Support and recognize faculty efforts to enhance teaching effectiveness, thereby supporting the University's paramount goal of student success.

Implementation of the 18 strategies outlined on the following pages will help ensure that the University is providing tools and other support for staff, faculty, and administrators to perform at their fullest potential, both personally and professionally. In turn, NKU will be even better positioned to achieve the broad vision we have set for ourselves for 2018, particularly our paramount goal of student success.
**IMPLEMENTATION STRATEGIES**

**A. Engage in practices that build a solid foundation for individual and organizational effectiveness and well-being.**

<table>
<thead>
<tr>
<th>Implementation Strategies</th>
<th>Lead Sponsor</th>
<th>Collaborators</th>
<th>Timeline</th>
<th>Fuel the Flame</th>
<th>Priority Matrix</th>
<th>Resources Needed</th>
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<tbody>
<tr>
<td>1. Enhance internal communication and transparency through the creation of effective tools to disseminate essential information to employees on an ongoing basis.</td>
<td>AVP for Marketing and Communications</td>
<td>Director of Human Resources; Provost</td>
<td>2014-2015</td>
<td>5.4.d</td>
<td>1 – Easy Impl./High Impact</td>
<td>$</td>
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<tr>
<td>2. Ensure that all staff and faculty have the training appropriate to their individual positions.</td>
<td>Director of Human Resources</td>
<td>AVP for Marketing &amp; Communications Director of CITE; CIO; University Compliance Officer; VP for Legal Affairs; All Supervisors; Executive Team</td>
<td>2014-18</td>
<td>5.4.b</td>
<td>3 – Difficult Impl/High Impact</td>
<td>$$</td>
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- Develop a training curriculum, including compliance-related training, for every job classification.
- Develop online training modules
- Utilize a Learning Management System (LMS) to track training requirements and completion.
- Develop a training website to communicate all aspects of employee training including a calendar of classes, links to training pages, and a directory of staff/faculty who facilitate university trainings.
- Hold all employees accountable for meeting or exceeding training requirements and performance standards. Hold managers accountable for ensuring employees complete their training curriculum.
3. Improve university policy administration
   - Update and streamline university policies to be in compliance with federal and state regulations and to eliminate redundancies and conflicts.
   - Improve communication of and accessibility to university policies through the development of a centralized policy website.
   - Seek feedback from stakeholders when creating or revising policies.

| Compliance Officer; VP for Legal Affairs; SVP for Institutional Effectiveness | Executive Team Policy Owners | 2014 - 2015 | 5.4.a 5.4.d | 3 - Difficult Impl./High Impact | N/A |

4. Develop a culture of inclusive excellence across the full breadth of the University (see details in the Inclusive Excellence Implementation Plan to be developed later in 2014).

| President; Senior Advisor | Executive Team; Human Resources | 2014-18 | 5.1.c | 3 - Difficult Impl./High Impact | TBD | IE |

5. Invest in the health and personal well-being of all members of the University community through targeted, integrated, and effective wellness programs and resources. Leverage the new health innovations center’s focus on workplace wellness and population health.

| Director of Human Resources | Provost; VP for Student Affairs | 2014-18 | 5.1.e 1.4.a | 2 – Easy Impl./Low Impact | N/A |

6. Empower faculty and staff to contribute to *Fuel the Flame* goals by more closely linking departmental goals with the strategic plan and individual work plans with departmental goals and the performance appraisal process.

| Director of Human Resources; Institutional Effectiveness | Executive Team | 2014-15 | 5.4 | 1 – Easy Impl./High Impact | N/A |

7. Capitalize on the strengths of our faculty and staff by cultivating an environment that values feedback and input and recognizes innovative ideas and practices that align with the goals and objectives in *Fuel the Flame*.

| SVP for Institutional Effectiveness, | Executive Team | 2014-18 | 5.4.d | 1 – Easy Impl./High Impact | N/A |
8. Compile and review an inventory of existing standing and ad hoc committees, and make changes that reduce redundancy, ensure cross-divisional collaboration, improve efficiency, and align with *Fuel the Flame*.

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsible Party</th>
<th>Team</th>
<th>Year</th>
<th>Difficulty</th>
<th>Impact</th>
<th>Note</th>
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<tbody>
<tr>
<td>8.</td>
<td>SVP Institutional Effectiveness</td>
<td>Executive Team</td>
<td>2014-15</td>
<td>5.3.b, 5.3.c, 5.4.f</td>
<td>2 – Easy Impl./ Low Impact</td>
<td>N/A</td>
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9. Strengthen risk management efforts

<table>
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<tr>
<th>Action</th>
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<th>Year</th>
<th>Difficulty</th>
<th>Impact</th>
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<td>9.</td>
<td>Compliance Officer; VP for Legal Affairs; SVP for Institutional Effectiveness</td>
<td>Executive Team</td>
<td>2014-18</td>
<td>5.4.b</td>
<td>3</td>
<td>N/A</td>
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</table>
**B. Create a community of leaders by expanding professional and leadership development opportunities for NKU’s staff, faculty, and administrators.**

<table>
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<tr>
<th>Implementation Strategies</th>
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<tr>
<td>1. Offer staff development programs aimed at improving student success (e.g., (customer) service excellence, master advising) and organizational excellence (e.g., project management, process improvement, Six Sigma).</td>
<td>Dir. Of Human Resources</td>
<td>Vice Provost</td>
<td>– 2015-16</td>
<td>5.1.d 5.4.f 1.2.a</td>
<td>3 - Difficult Impl./High Impact</td>
<td>$$ SRS</td>
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<tr>
<td>2. Implement a development program on management fundamentals for all supervisors, with core and elective modules.</td>
<td>Dir. of Human Resources</td>
<td>Internal subject matter experts; Alumni</td>
<td>2014-18</td>
<td>5.1.d</td>
<td>3 - Difficult Impl./High Impact</td>
<td>$$</td>
</tr>
<tr>
<td>3. Support professional growth by offering workshops on career planning, mapping, and advancement.</td>
<td>Dir. Of Human Resources</td>
<td>Subject matter expertise; Executive Team, Alumni</td>
<td>2014-18</td>
<td>5.1.d</td>
<td>3 - Difficult Impl./High Impact</td>
<td>$$</td>
</tr>
<tr>
<td>4. Expand and communicate opportunities that help faculty, staff, and administrators at all levels of the organization develop their leadership skills and abilities.</td>
<td>Dir. of Human Resources; Provost</td>
<td>Executive Team, Internal subject matter experts</td>
<td>2014-18</td>
<td>5.1.d</td>
<td>3 – Difficult Impl./High Impact</td>
<td>$$</td>
</tr>
<tr>
<td>5. Establish a cohort-based emerging leaders program</td>
<td>Dir. of Human Resources</td>
<td>Alumni; Internal subject matter experts</td>
<td>2015-18</td>
<td>5.1.d</td>
<td>4 – Difficult Impl./Low Impact</td>
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C. Support and recognize faculty efforts to enhance teaching effectiveness, thereby supporting the University’s paramount goal of student success.

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<tr>
<td>1. Establish a teaching and learning center that acts as a comprehensive resource for pedagogy and technology. The center should function as a gathering place for faculty and other members of the University community to meet, share, collaborate and develop new ideas.</td>
<td>Provost</td>
<td>Faculty, TEEC, AVP for University Programs, CITE</td>
<td>2014-2015</td>
<td>3.1.d 3.3.a 5.1.a</td>
<td>$</td>
<td>AI</td>
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<tr>
<td>2. Establish a faculty-driven committee to oversee the development of teaching and learning. Include representation from CITE, TEEC, General Education, Steely Library, and each college. Place responsibility for Meet Greet Grab a Seat with this committee.</td>
<td>Faculty Senate President; Provost</td>
<td>Faculty, TEEC, AVP for University Programs, CITE</td>
<td>2014</td>
<td>3.1.d 3.3.a 3.3.b 3.5.b 5.1.a 5.1.d 5.6.a</td>
<td>N/A</td>
<td>AI</td>
</tr>
<tr>
<td>3. Review and revise the faculty appraisal process to emphasize efforts to enhance teaching and learning. Consider including a section for faculty to summarize their development activities and future goals.</td>
<td>Provost</td>
<td>Faculty and Academic Administrators</td>
<td>2014-2015</td>
<td>3.3.a 3.3.b 5.1.d 5.1.f</td>
<td>N/A</td>
<td>AI</td>
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<tr>
<td>4. Offer seminars, workshops and other faculty development opportunities, such as how to embed experiential and service learning into courses and curricula and how to instill critical thinking, teamwork, active learning, leadership, transdisciplinarity and entrepreneurial skills into courses.</td>
<td>Faculty Committee; Provost (see 2. Above)</td>
<td>Faculty, TEEC, AVP for University Programs, CITE</td>
<td>2014-2018</td>
<td>2.5.c 3.1.d 3.2.c 3.3.a &amp; b 5.1.d 5.6.a</td>
<td>$ (annually)</td>
<td>AI</td>
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Current Training/Development Offerings

Below is a list of all known training classes offered on the NKU campus:

- **Safety**
  - OHSA
  - PTE Professional Protective Equipment (PTE)
  - Emergency Prepared Training
  - Lock Out Tag Out (LOTO)
  - Radiation Safety Training
  - Campus Fire Safety Training
  - Hazardous Waste
  - Carbon Monoxide Safety & Combustion Analysis

- **Compliance**
  - Sexual Harassment
  - Harassment Prevention
  - Continuity Training

- **Professional Development**
  - Industry certifications
  - Industry licenses
  - Industry seminars and conferences
  - Professional organization memberships
  - CBMI (College Business Management Institute)
  - Succession planning
  - Mentorship programs
  - Cross training
  - Volunteer opportunities

- **Personal Development**
  - Tuition Waiver
  - Faculty Senate/Staff Congress
  - Student organizations advisor
  - Broad memberships
  - Committee involvement
  - Volunteer opportunities

- **Wellness**
  - Exercise
  - Nutrition
  - Life Coach
  - CPR

- **Educational**
  - GRE
  - LSAT
Human and Organizational Development

- Tuition Wavier
- Computer Training
  - Job Related
  - SAP
  - PeopleAdmin (Applicant Tracking System)
  - Microsoft Office
  - Webinars
  - Business warehouse
- Management
  - Fundamentals of Management
  - Conflict Resolution
  - Corrective Action
  - Harassment Free Environment
  - Customer Service
  - Performance Evaluation
  - Project Management
  - Affirmative Action
  - Team Building and Employee Morale
  - Interviewing/Serving on Search Committees
- Policy Related
  - Tobacco Free
  - Harassment prevention
  - Informational sessions
- Training Programs
  - New Employee Orientation (Staff)
  - University Welcome (Staff)
  - Faculty Orientation
  - Chair Training
  - Dean Training
  - Year-long academic leadership development program for Chairs and Deans
  - Department/College employee retreats
APPENDIX B

Strategy-specific Training and Development in Other Implementation Plans

Academic Innovation

- Develop a full array of work-life policies to recruit, support and retain faculty.
- Intensify mentoring of faculty for promotion to all ranks as well as preparation for future academic leadership roles.
- Enhance faculty development opportunities. Coordinate existing faculty development efforts to support high quality teaching and learning for all delivery modes (F2F, hybrid, online).

Financial Resources

- Create an effective participatory model for development that includes training for faculty and staff.

Marketing and Public Awareness

- Conduct traditional and social media trainings each semester to educate the campus about M+C services and provide best practices.

Technology Support

- Support the faculty with development and delivery of high quality, engaging and rich learning materials through CITE. Examples include the following.
  - Norse Course Clips (multimedia elements)
  - Simulations
  - Interactive quizzes
- Support faculty with using alternative delivery methods and pedagogies through CITE. Examples include the following.
  - Courses taught “concurrently” (face-to-face and online sections taught as one course)
  - Flipping the classroom
  - Additional hybrid/blended course models
- Assist faculty with the exploration of new technology and provide faculty with resources to maximize creativity and innovation through the use of technology using CITE. Examples include the following.
  - Innovation Room
  - Augmented reality
  - Google Glass
- Foster collaboration and share best practices relative to technology through CITE. Examples include the following.
  - Coordinate best practice workshops including external subject matter experts when possible
  - Sponsor Learning Communities
• Provide technology innovation that will support the transdisciplinary efforts. For example, develop a centralized, searchable repository of faculty publications, research interests, education, etc.
• Focus trainings on business challenge and less on software tool to enhance “just in time” training approach, improve help resources, and support professional development. Software tool examples:
  o Blackboard
  o Data Dictionary