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# PROFESSIONAL DEVELOPMENT PLAN 2022-2027

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## HUMAN RESOURCES

Jim Handley, Vice President

Christine Lott; Director, Human Resources

Cris Carmon; Director, Human Resources

Elina Wlaznik; Professional Development Specialist, Human Resources

In collaboration with:

Dr. Kym Blanchard, Executive Director –  
Center for Instructional Design, Teaching & Innovation

Lynn Shattuck, Director – Disability Support Services

And the Rock Valley College Leadership Cabinet

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## Background and Context

The current activities for development at Rock Valley College include:

- New Hire Orientation
- Employee Training & Knowledge Based Plan
- State and Federally mandated compliance training
- Professional Development Day
- Department specific training
- Tuition Assistance

The target audience for new hire orientation is any newly hired employee at RVC. New hire orientation consists of a synchronous face-to-face or zoom meeting, hosted by the Human Resources department, with guest presenters from various departments throughout the college. Attendees are shown a PowerPoint presentation during each department's overview. Department content typically cover their organizational structure, where to find information on the Quarry (RVC intranet) including policies and procedures related to that department, and commonly asked questions about the department. New hire orientation occurs one time per month (typically the third Friday of each month) and is approximately 4 hours in duration.

Supervisors of new hires, transfers into their department, or newly promoted leaders within their department follow the Employee Training & Knowledge Based Plan to ensure that their "new hire" is effectively onboarded into their new role. The Plan outlines activities to be completed within a 30/60/90 day interval to help guide the employee regarding what they need to complete, whom they need to meet, and within what specific timeframe are the expected to accomplish these tasks.

The State of Illinois and the Federal Government (e.g. US Department of Labor) require employers such as Rock Valley College to provide specific compliance training to employees. Examples include the Family Educational Rights and Privacy Act (FERPA), the Illinois Abused and Neglected Child Act, and State of Illinois Sexual Harassment trainings. These required trainings are provided to employees online and are completed asynchronously. The length of time necessary to complete each training varies. The frequency of training also varies as some are required only once at time of new hire, whereas others are required to be done annually.

Professional Development Day (PDD) occurs three times during the fiscal year. The first of the annual PDDs is held at the beginning of Fall semester (aka Fall PDD). All faculty and continuous full and part-time employees attend this training. The Fall PDD is an entire eight-hour day

intended to educate all employees regarding a variety of topics including accreditation, diversity, inclusion, and personal wellness. The second PDD occurs in January prior to the commencement of Spring semester (aka Faculty PDD). Only Faculty attend the Faculty PDD. Faculty PDD is an eight-hour day designed to inform Faculty regarding topics specific to Academics. The third and final PDD occurs towards the end of Spring semester, and prior to Summer I semester commencing (aka Spring PDD). Spring PDD is eight hours in duration. Faculty attend the entire day, whereas non-faculty attend either the morning or the afternoon session.

Each department leader establishes and oversees training requirements unique to that department. For example, someone in the Facilities department will have uniquely different needs compared to an employee in Student Affairs. As such, each department establishes their own budget annually to account for required training needs of employees in that particular department during that fiscal year. Board Policy 3:30.070 and associated administrative procedures outline parameters for college-sponsored trainings, seminars, and workshops.

Employees may elect to pursue education through tuition waivers when attending courses offered at Rock Valley College, as well as tuition reimbursement by attending other institutions of higher education. Board Policy 3:30.060 and associated administrative procedures outline parameters for tuition assistance.

In terms of personnel resources dedicated to Professional Development, various members of the Human Resources (HR) team dedicate some portion of their work schedule towards the planning and delivery of professional development, however there is not currently a primary point of contact for professional development within the HR department. The Academics team has the Online Development & Innovation department that primarily supports faculty development, and also supports employee development as requested by Human Resources. There is a Disability Support Services (DSS) team in Student Affairs focused on supporting the needs of students with disabilities that works to educate faculty and staff to care for those unique needs. In 2021 RVC created a new department focused on Diversity, Equity, and Inclusion (DEI). The DEI team is creating a strategic plan which will include education and training initiatives supporting both students and employees.

In terms of financial resource allocation for Professional Development, New Hire Orientation, Employee Training & Knowledge Based Plan, and State/Federal mandated compliance require no additional financial resources, other than the paid time it takes employees to complete the training. The Human Resources team and Academics team budget money to cover the cost of the Professional Development Days. Each department establishes their own budget to cover

the cost of department specific training. Human Resources budgets for and administers the Tuition Assistance (waiver and reimbursement) benefit program as outlined by Board Policy.

Rock Valley College is accredited through the Higher Learning Commission (HLC), and recognized by the Illinois Board of Higher Education and the Illinois Community College Board. To remain accredited with the HLC, Rock Valley College must produce evidence that it has met or exceeded standards in all five HLC Criterion. Examples of where Rock Valley College must produce evidence to the HLC related to professional development include:

- Executive Summary submitted to HLC on February 4, 2019 regarding Criterion 1 states: The Retention Committee will work with PAIC (Promoting an Inclusive Community) and ATLE (Academy for Teaching and Learning Excellence) on supporting the professional development of full-time faculty, adjuncts, and staff in improving teaching and learning to further address the learning needs of a multi-cultural society. This was also covered in greater detail in HLC Core Component 1.C.1, which includes input from the Employee Development Committee.
- HLC Core Component 3.C.4 requires that the institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports professional development. This will be covered in greater detail in the Strategic Plan for Academics.
- HLC Core Component 3.C.6 requires that staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately trained, and supported in their professional development.
- HLC Core Component 4.B.4 requires the institution's processes and methodologies to assess student learning reflect good practice, including substantial participation of faculty and other instructional support staff members. This will be covered in greater detail in the Strategic Plan for Academics.
- HLC Core Component 5.A.1 requires that institutions have the human resources infrastructure sufficient to support its operations whenever and wherever programs are delivered.
- HLC Core Component 5.A.4 requires that the institution's staff in all areas are appropriately qualified and trained.
- HLC Core Component 5.D.2 requires that the institution learn from its operational experience and applies that learning to improve institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rock Valley College's Vision and Values highlight the significance of cultural enrichment and diversity in supporting our employees, students, and community. Furthermore, the DSS team in Student Affairs, the Office of Equity and Inclusion, and the Human Resources team strive to ensure that people with disabilities are supported in a welcoming and inclusive manner by having all aspects of campus life universally accessible. As such, it is imperative that the HR team, in collaboration with DSS, DEI, Academics, and Student Affairs, intentionally and purposefully design programs that support all current and future employees at Rock Valley College.

In 2018, realizing there was a need to expand development options made available to employees, Administration at Rock Valley College presented to the Board of Trustees a need to allocate \$300,000 for the purpose of Professional Development, and the Board subsequently approved this recommendation on Board Report 7555. This plan will address how those allocated dollars should be earmarked, and the timing of when the allocations should be shifted to the operational budget.

# Rock Valley College's Mission, Vision and Values

## Mission Statement

Rock Valley College empowers students and community through lifelong learning.

## Vision Statement

Rock Valley College empowers the community to grow as a society of learners through well-designed educational pathways, leading to further education, rewarding careers, cultural enrichment, and economic-technological development.

## Core Values

**Learner-centered Community.** Rock Valley College is dedicated to providing affordable lifelong learning opportunities that foster student success.

**Mutual Respect.** At all times, Rock Valley College upholds the dignity of each individual by being ethical, respectful, fair, and courteous in communications and actions.

**Excellence.** Rock Valley College maintains high expectations for teaching and learning and holds itself accountable for promoting continuous improvement.

**Diversity.** Rock Valley College promotes, celebrates, and embraces differences, including cultural and ethnic diversity and diversity of thought.

**Collaboration.** Rock Valley College fosters innovative, enriching partnerships within the college community and among others that serve the region.

**Innovation.** Rock Valley College is a forward-thinking institution that explores creative approaches for the future.

**Public Trust.** Rock Valley College honors and upholds its commitment to the community through integrity of actions and efficient use of resources.



## Rock Valley College's Strategic Planning Pillars



## Rock Valley College Professional Development Objectives

Rock Valley College has established the following objectives for professional development:

- To provide a framework that identifies goals, resources, activities and learning opportunities for growth.
- To document the required skill and competency development a staff member will need to accomplish in order to support continuous improvement and career development.
- To identify milestones in terms of completion of goals and objectives that help assess progress toward desired outcomes.
- To encourage continuous learning, performance improvement and personal growth.

## Factors to Consider

Leadership at Rock Valley College needs to consider the following factors when considering an appropriate professional development plan for each employee:

- Stage of Career
- Phase of Professional Development
- When and why an employee needs Education vs Training
- Appropriate Delivery Mode

## Stage of Career

Leadership at Rock Valley College needs to consider what stage an employee is currently at in their career to most accurately identify professional development needs.

Stages of Career include:

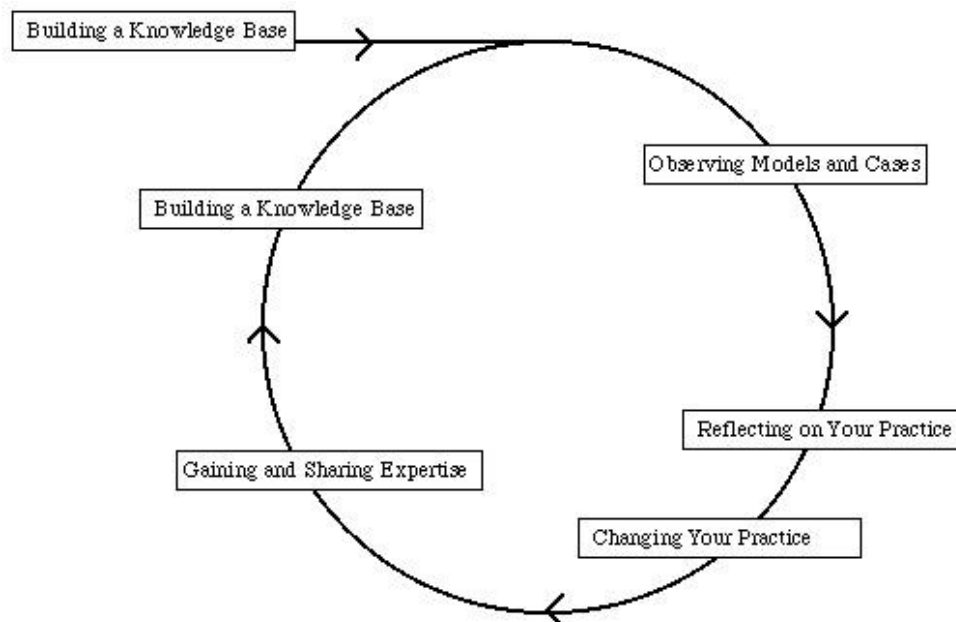
- New Hires / Onboarding
  - *Personal experience may range from no professional experience to extensive professional experience*
- Staff & Faculty (*individual contributors – no direct reports*)
- Leadership (*has direct reports*)
- Aspiring (*currently Individual contributor, but desires to transition into a leadership role*)
- Interim Assignments
  - *May be interim Promotion or Lateral move as part of Succession Planning assignment, or to temporarily fill an urgent immediate vacancy*
- Newly Promoted
- Seasoned People Leaders

# Phases of Professional Development

Leadership at Rock Valley College needs to care for each phase of an individual's professional development.

The five phases\* of professional development are:

1. **Building a Knowledge Base:** The purpose of this phase is to acquire new knowledge and information and to build a conceptual understanding of it.
2. **Observing Models and Examples:** The purpose of this phase is to study examples in order to develop a practical understanding of the research.
3. **Reflecting on Your Practice:** The purpose of this phase is to analyze your practice on the basis of new knowledge.
4. **Changing Your Practice:** The purpose of this phase is to translate your new knowledge into individual and collaborative plans and actions for change.
5. **Gaining and Sharing Expertise:** The purpose of this phase is to continue to refine your practice, learning with and from colleagues while also sharing your practical wisdom with your peers.



\* The University of Oklahoma, developed under a grant from the U.S. Department of Education, September 30, 2019

## Education Versus Training

It is also important for Leadership at Rock Valley College to distinguish between “education” and “training” when determining an employee’s need for development.

Education is the systematic process of learning something by receiving instruction with the goal of acquiring knowledge. Training, on the other hand, is the process of learning something with the goal of acquiring skills. In education, a person learns facts, concepts, and theories. In training, a person learns how to apply those facts, concepts, and theories.

For the purpose of creating a Professional Development Plan, both education and training should be considered depending on an individual’s unique needs.

BASIS FOR COMPARISON	TRAINING	EDUCATION
Meaning	The process of inculcating specific skills in a person is training.	Theoretical learning in the classroom or any institution is education.
What is it?	It is a method of skill development.	It is a typical form of learning.
Based on	Practical application	Theoretical orientation
Perspective	Narrow	Wide
Involves	Job experience	Classroom learning
Term	Short term	Comparatively long term
Prepares for	Present job	Future job
Objective	To improve performance and productivity.	To develop a sense of reasoning and judgement.
Teaches	Specific task	General concepts

\* [www.keydifferences.com/difference-between-training-and-education](http://www.keydifferences.com/difference-between-training-and-education), Surbhi S., May 23, 2017

# Delivery Modes for Training and Development

Leadership at Rock Valley College needs to determine the most effective delivery mode to ensure the best outcomes for the specific development initiative.

Delivery modes may include:

- New Hire Orientation
- Continuing Education: Tuition Waiver / Reimbursement
- On-The-Job, including Interim Assignments
- Professional Development Day
- Professional Conferences
- Certification Programs
- Webinars
- 3<sup>rd</sup> Party Training (live, online and recorded)
- Safety, Compliance & Other State Required Training
- In-House training (live and recorded)
- Online LMS with library of pre-developed material

## Rock Valley College Training and Development Plan— 2022-2027

**Objective One:** Provide a framework that identifies goals, resources, activities, and learning opportunities for growth.

**Pillar Alignment:** 3: Exceptional Training Opportunities

**Tactic 1:** Bridge the gap between current professional development opportunities and the needs of the college.

Action Steps:	Timeline for Completion:	Responsible Parties:	Data Collection:
1.1.1 Develop survey questions.	July 2021	IR, HR, DEI	In-Person
1.1.2 Create digital survey.	July 2021	IR	Qualtrics
1.1.3 Send survey link to employees.	Aug 2021	IR, Mktg	Qualtrics
1.1.4 Review survey results.	Sept 2021	IR, HR, DEI	In-Person
1.1.5 Review survey results with executive leadership.	Oct 2021	IR, HR, DEI, Cabinet	In-Person
1.1.6 Discuss desired outcomes with leadership, and document gaps.	Mar 2022	IR, HR, DEI, ADA, DSS, Cabinet, Supervisors	In-Person
1.1.7 Catalogue existing activities available to leaders and employees.	Dec 2021	HR, DEI, ADA, DSS	Excel
1.1.8 Research new/alternative activities to supplement existing activities; solicit feedback regarding any additional activities desired.	April 2022	HR, DEI, ADA, DSS, IR	Internet, Qualtrics
1.1.9 Discuss existing and potential new	June 2022	HR, Supervisors, DEI, ADA, DSS	In-Person

activities with leadership.			
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Tactic 2: Secure professional development resources, including personnel, to meet the needs of college employees.

Action Steps:	Timeline for Completion:	Responsible Parties:	Data Collection:
1.2.1 Estimate time required to plan and execute activities related to professional development.	Nov 2021	HR, Academics	In-Person
1.2.2 Compare time available from incumbents assigned to support professional development and determine if additional personnel are needed to support professional development plans.	Nov 2021	HR, Academics	In-Person
1.2.3 Document costs associated with additional personnel resources, and secure resources.	Nov 2021	HR, Academics, Finance	In-Person
1.2.4 Document costs associated with additional professional development activities, and secure resources.	Feb 2023	HR, Academics, DEI, ADA, DSS, Finance, Cabinet	In-Person

Tactic 3: Communicate professional development opportunities and resources to supervisors and employees.

Action Steps:	Timeline for Completion:	Responsible Parties:	Data Collection:
1.3.1 Document available activities and publish.	Nov. 2022 and Ongoing	HR, DEI, ADA, DSS, Mktg	In-Person, Quarry, Cornerstone

1.3.2 Communicate location of published professional development options.	Ongoing	HR, DEI, ADA, DSS, Mktg	Daily News, email RVC-E, Quarry, In-Person, LMS
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**Objective Two:** Document the required skill and competency development a staff member will need to accomplish in order to support continuous improvement and career development.

**Pillar Alignment:** 3: Exceptional Training Opportunities

Tactic 1. Maximize leadership strength by identifying gaps and creating development plans for key leaders (Cabinet).

Action Steps:	Timeline for Completion:	Responsible Parties:	Data Collection:
2.1.1 Determine which positions are considered "key" leadership positions.	Sept 22	Cabinet	In-Person
2.1.2 Determine skills necessary for an incumbent to be successful in each key leadership position.	Feb 2023	Cabinet	In-Person
2.1.3 Determine skill gaps with incumbents of key leadership positions and create professional development plans.	Feb 2023	President, Cabinet	In-Person, Cornerstone
2.1.4 Document progress towards key leader development plan success.	July 2023	President, Cabinet	In-Person, Cornerstone

Tactic 2. Ensure professional development plans are in place for all remaining positions, including both leadership and individual contributor positions.

Action Steps:	Timeline for Completion:	Responsible Parties:	Data Collection:
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2.2.1 Create supervisor training to educate supervisors how to properly execute professional development plans for their direct reports.	Sep 22	HR, DEI, ADA, DSS, Mktg	Cornerstone
2.2.2 Train supervisors how to properly execute professional development plans for their direct reports.	Sep 22	HR, DEI, ADA, DSS. Mktg	In-Person
2.2.3 Meet with employees to discuss their professional and personal development desires, as well as expected outcomes for current role.	Sep 22	Supervisors, Employees	In-Person
2.2.4 Create professional development plan, and review/acknowledge plan with employees.	Sept – Oct 22	Supervisors, Employees	In-Person, Cornerstone
2.2.5 Save and revisit as needed	Ongoing	Supervisors	Interoffice Mail or Electronic submission, Frontline
2.2.6 Inspect returned professional development plans for completeness, follow up with Supervisors if incomplete, and file completed professional development plans in Personnel file.	July 2023	HR	Hard copy or Electronic, Cornerstone, Frontline Central
2.2.7 Follow professional development plan and update supervisor with progress.	Nov 22 and ongoing	Employees	In-Person, Cornerstone
2.2.8 Document progress towards goals of professional development plans and meet with employees to celebrate successes and	Nov 22 and ongoing	Supervisors, Employees	In-Person followed up with electronic confirmation of discussion

discuss any deficiencies of plan.			
2.2.9 After receiving acknowledgement of professional development plan at conclusion of the plan cycle, send completed documentation to HR.	Jun 23	Supervisors	Interoffice Mail or Electronic submission
2.2.10 Inspect returned professional development documentation for completeness, follow up with Supervisors if incomplete, and file completed professional development documents in Personnel file.	Jul 23	HR	Hard copy or Electronic

**Objective Three: Improve human resource performance indicators by investing in professional development for incumbents and new hires.**

**Pillar Alignment:** 3: Exceptional Training Opportunities

**Tactic 1.** Increase employee retention.

Action Steps:	Timeline for Completion:	Responsible Parties:	Data Collection:
3.1.1 Establish baseline reporting.	Feb 23	HR, DEI, DSS, ADA, IT, Finance	Colleague, Excel
3.1.2 Establish milestones for turnover reduction.	Mar 23	Cabinet, HR, DEI, ADA, DSS	Colleague, Excel
3.1.3 Review historical exit surveys and inspect patterns and establish a data baseline.	Mar 23	HR, DEI, ADA, DSS	Colleague, Excel

3.1.4 Identify areas of opportunity for staff/supervisor development.	Apr 23	HR, DEI, DSS, ADA, Cabinet	Cornerstone, Excel
3.1.1.3 Report quarterly progress, celebrate successes, and modify action plans when goals, if/when KPI's are not on track.	Apr 23	HR, DEI, DSS, ADA, Cabinet, Mktg	Colleague, Cornerstone, Excel

Tactic 2. Increase percentage of job vacancies filled by internal promotions and lateral moves.

Action Steps:	Timeline for Completion:	Responsible Parties:	Data Collection:
3.2.1 Establish baseline reporting.	Feb 23	HR, DEI, DSS, ADA, IT, Finance	Colleague, Frontline, Excel
3.2.2 Establish milestones for internal promotions and lateral moves.	Feb 23	Cabinet, HR, DEI, ADA, DSS	Colleague, Frontline, Excel
3.2.3 Identify areas of opportunity for staff/supervisor development (succession planning).	Jun 23	HR, DEI, ADA, DSS, Cabinet	Cornerstone, Excel
3.2.4 Report progress, celebrate successes, and modify action plans when goals if/when KPI's are not on track.	Jul 23	HR, DEI, ADA, DSS, Cabinet, Mktg	Colleague, Cornerstone, Excel

Tactic 3. Reduce time-to-fill vacancies.

Action Steps:	Timeline for Completion:	Responsible Parties:	Data Collection:
3.3.1 Establish baseline reporting.	Feb 23	HR, DEI, ADA, DSS, IT, Finance	Frontline, Excel
3.3.2 Establish milestones for time-to-fill vacancies.	Feb 23	Cabinet, HR, DEI, ADA, DSS	Frontline, Excel

3.3.3 Identify positions requiring a long lead time.	Mar 23	Cabinet, HR	Frontline, Excel
3.3.4 Ensure Phase II development plans are in place to accelerate employee development in positions requiring long lead-times.	Jun 23	HR, DEI, ADA, DSS, Cabinet	Cornerstone, Excel
3.1.1.5 Report progress, celebrate successes, and modify action plans when goals if/when KPI's are not on track.	Jul 23	HR, DEI, ADA, DSS, Cabinet, Mktg	Frontline, Excel

#### Tactic 4. Reduce recruitment costs through placement of internal employee base.

Action Steps:	Timeline for Completion:	Responsible Parties:	Data Collection:
3.4.1 Establish baseline reporting for cost-per-hire.	Feb 23	HR, DEI, ADA, DSS, IT, Finance	Colleague, Excel
3.4.2 Establish milestones for reduction in cost-per-hire.	Feb 23	Cabinet, HR, DEI, ADA, DSS	Accounts Payable, Excel
3.4.3 Identify jobs for internal vs external posting	Mar 2023	Cabinet, HR, DEI, ADA, DSS	Frontline, Cabinet
3.4.4 Establish the Cost of Acquisition for internal/external candidates	Mar 23	HR	Colleague, Frontline, recruiting tools
3.4.5 Conduct ROI study of training internal staff vs. external selection.	Apr 23	HR, DEI, ADA, DSS, Finance	Accounts Payable, Excel
3.4.6 Report progress, celebrate successes, and modify action plans when goals if/when KPI's are not on track.	Jul 23	HR, DEI, ADA, DSS, Cabinet, Mktg	Accounts Payable, Excel

Tactic 5. Create a diverse workforce across departments that reflects the community we serve.

Action Steps:	Timeline for Completion:	Responsible Parties:	Data Collection:
3.5.1 Establish baseline reporting for diversity metrics for positions throughout the college.	Feb 23	HR, DEI, ADA, DSS, IT, Finance	Colleague, Informer, Cornerstone, Excel
3.5.2 Establish milestones for Key Performance Indicators.	Feb 23	Cabinet, HR, DEI, ADA, DSS	Excel
3.5.3 Identify long lead times, possibly over-staff/build	Mar 23	Cabinet, HR, DEI, ADA, DSS	Frontline Central
3.5.4 Ensure development plans are in place to accelerate employee development in positions requiring long lead-times.	Jun 23	HR, DEI, ADA, DSS, Cabinet	Cornerstone, Excel
3.5.5 Report progress, celebrate successes, and modify action plans when goals if/when KPI's are not on track.	Jul 23	HR, DEI, ADA, DSS, Cabinet, Mktg	Colleague, Informer, Cornerstone, Excel

**Objective Four:** Encourage continuous learning, performance improvement and personal growth.

Pillar Alignment: 3: Exceptional Training Opportunities

Tactic 1. Establish a reward system for achievement of annual personal and professional goals.

Action Steps:	Timeline for Completion:	Responsible Parties:	Data Collection:
4.1.1 Determine training focus areas for various positions, for example	Dec 22	HR, DEI, ADA, DSS, Cabinet	Cornerstone

RVC may desire all employees to complete specific training related to DEI and want all people leaders to complete specific supervisory training.			
4.1.2 Establish requirements for each focus area.	Jan 23	HR, DEI, ADA, DSS, Cabinet	Cornerstone
4.1.3 Create “digital badges” to signify completion of focus area training.	Mar 23	HR, DEI, ADA, DSS, IT	Cornerstone
4.1.5 Include position specific training related to focus areas in annual development plans.	Nov 22	HR, Supervisors	Cornerstone
4.1.6 Create dashboards to identify progress towards completion of digital badges.	Mar 23	HR, DEI, ADA, DSS, IT	Quarry
4.1.7 Send employees certificate of achievement when they complete requirements of digital badge so that they can display in their workspace.	Ongoing	HR, DEI, ADA, DSS, IT	Cornerstone
4.1.8 Memorialize completion of requirements for digital badges in annual performance summary.	Jul 23	Supervisors	Cornerstone

Tactic 2. Reward achievement of degrees and professional certifications for non-faculty employees.

Action Steps:	Timeline for Completion:	Responsible Parties:	Data Collection:
4.2.1 Identify milestones for specific positions/departments that will further the	Feb 23	HR, DEI, ADA, DSS, Cabinet, Supervisors	Cornerstone

interests of the college and its employees.			
4.2.2 Develop options related to reward/recognition and determine cost estimates associated with each option.	Feb 23	HR, DEI, ADA, DSS, Cabinet, Supervisors, Finance	Cornerstone
4.2.3 Evaluate pros and cons of each option, and select most desirable option.	Feb 23	HR, DEI, ADA, DSS, Cabinet	In-Person
4.2.4 Establish budget for selected option.	Mar 23	HR, DEI, ADA, DSS, Cabinet, Finance	In-Person
4.2.5 Communicate reward/recognition process to employees and publish in Quarry.	Apr 23	HR, DEI, ADA, DSS, Mktg	Cornerstone, Quarry
4.2.6 Develop process to identify and communicate successes such as: promotions, developmental transfers, completion of digital badges, certifications, and degree programs.	Apr 23	HR, DEI, ADA, DSS, Supervisors, Employees, Mktg	Daily News, Social Media, Professional Development Days, Cornerstone