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1. PURPOSE

Bridge is Westminster College’s online training system used to deliver training content to Faculty, Adjunct Faculty, Staff, and Student Employees. This procedure outlines the process and requirements to develop, deploy, and update training modules delivered through Bridge.

2. TRAINING CATEGORIES

A. REQUIRED TRAINING
   Required training includes content required under college policy and or law where assigned modules must be completed by learners as a condition of employment. General Counsel will advise as to areas where training is required in order to meet compliance requirements. Non-completion of training with this designation will result in corrective action up to and including termination of employment under applicable college policies.

B. IMPORTANT TRAINING
   Important training includes topics not legally required but critical for safety, efficiency, and best practice. Cabinet members can identify training topics, assigned learners, and associated consequences of non-completion to meet objectives in their functional areas. Training is designated as RECOMMENDED in Bridge, completion rates will be tracked and reported through the Group Manager.

C. IN LIBRARY
   Optional training modules, often focused on topics related to professional development. These training modules are not assigned to specific Learner groups; they reside in Bridge’s learning library, accessible for all Learners. Any staff or faculty member can propose and/or create developmental training.

3. ROLES

A. LEARNERS
   Individuals assigned to complete one or more training modules.

B. TRAINING ADMINISTRATOR (TA)
   The Training Administrator is the authorized manager for the Bridge system. This position works under the direction of the Executive Director of Human Resources to manage workflow and processes within Bridge.

C. GROUP MANAGER (GM)
   Group Managers are individuals assigned to coordinate the delivery of training content to a specific Learner group on campus (i.e. faculty, staff, campus safety authorities, supervisors, etc.)
D. SUBJECT MATTER EXPERT (SME)
Listed as AUTHOR in Bridge, the subject matter expert (SME) is the content area expert responsible for developing and updating training content.

E. SUPERVISOR
The direct supervisor of faculty, staff, or student employees. Supervisors are responsible for monitoring the completion of training modules assigned to their employees and taking action to ensure all required and important training modules are completed.

4. PROCEDURES

1. A training topic is identified through the development of a college-wide policy, departmental initiative, working group, or individual area of interest.

2. For Required and Important training topics, the individual with responsibility for the training topic will complete a Training Plan to include the following:
   - An outline of the training content
   - Identification of a Subject Matter Expert (SME)
   - Identification of the Learner groups
   - Identification of a Group Manager (GM) if applicable
   - Timelines and deadlines
   - Communication plan
   - Responsibility and process for follow-up on non-completion

   Training plans are submitted to TA.

3. Executive Director of Human Resources will confirm the training category (i.e., Required, Important, Developmental) and advise as to necessary changes to the Training Plan.

4. SME works with ID to develop the training module. TA will conduct final review. (For Developmental training modules, no additional steps are necessary)

5. TA releases the training module in Bridge, assigns appropriate level of access to GM.

6. GM will communicate with Learners, track and monitor completion rates as per the Training Plan.

7. For Required training modules only, TA monitors completion rates and reports on non-compliance of required trainings to Executive Director of Human Resources.

8. SME is responsible to update content under their purview for regulatory changes and relevancy.
5. RESOURCES

Campus Policy and Procedures

Teaching and Learning Resources (TLR) committee. Meets monthly during the academic year and provides feedback and support to campus-wide resources and teaching/learning initiatives.