LEARNING FOR A LIFETIME

A SPECIAL REPORT ON PROFESSIONAL DEVELOPMENT ACTIVITIES, OPPORTUNITIES, AND RECOMMENDATIONS FOR STAFF AT THE UNIVERSITY OF KANSAS

PREPARED BY STAFF FELLOWS, MAY 2015
Goal 5

Recruit, value, develop, and retain an excellent and diverse faculty and staff.

5-B
Develop and retain talent and leadership at all levels to thrive in an era of change.
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What have we learned?

Now is the time to develop a university-wide staff professional development program. According to biennial surveys conducted by Unclassified Senate, the top concern among unclassified professional staff has been the absence of a university-wide professional development program. At the same time, Bold Aspirations, KU’s strategic plan, holds as its Goal 5 to “recruit, value, develop, and retain an excellent and diverse faculty and staff.” Opportunities for professional development and growth are key to the recruitment, retention, and overall satisfaction of staff. To this end, the 2014-2015 Staff Fellows cohort undertook a project to design a framework for a university-wide staff professional development program. This project included campus-wide surveying, stakeholder interviews and focus groups, and benchmarking of peer institutions. The following report details the recommendations for a university-wide professional development framework.

The recommendations are characterized as: Delivery, Career Track, and Culture.

Delivery: We recommend that KU offer professional development in a variety of formats and utilize current technology to effectively manage opportunities and educate staff on the availability of opportunities.

Career Track: We recommend that KU develop career tracks into which all professional development is aligned. This will help clearly define development opportunities as career enhancers for our staff and efficiency builders for KU.

Culture: We recommend KU develop a foundational culture endorsed by Senior Leadership and facilitated by policy that values and supports staff professional development. Successful implementation of the recommendations included in this theme is key to the success of all other recommendations.

Our research showed that creating a culture which values and promotes professional development for all staff is the cornerstone of a successful professional development framework. This was most evident in our internal research at KU. Its importance surfaced in both the focus groups and in our interviews with key stakeholders. We also found it to be a recurrent theme in our external research.

Our external research highlighted best practices from universities around the country. We were encouraged by the amount of professional development programming KU already has in place, but we were also inspired by the comprehensive and cohesive programming of some of the more exemplary institutions.

In order to successfully implement the recommendations included in this report, successful cross-campus collaborations will be necessary. Human Resource Management (HRM) will take executive responsibility for implementing these recommendations. HRM will provide regular reports to the Provost’s Office, using the assessment measures outlined in this report, to track progress towards full implementation of the university-wide professional development framework and progress towards Goal 5 of Bold Aspirations.

By implementing these recommendations and continuing to be mindful of the three identified themes, the University of Kansas can begin the path toward creating a premier professional development program.
CALL TO ACTION

Developing Excellence in People

*Bold Aspirations* is the five-year strategic plan for the University of Kansas, developed by a diverse steering committee under the leadership of the Provost and Executive Vice Chancellor Jeffrey S. Vitter and Distinguished Professor Mabel Rice. The plan consists of individual goals, strategies, and initiatives that aim to transform KU and to earn recognition among top-tier public international research universities.

Six individual goals have been identified as part of *Bold Aspirations*. Goal 5, developing excellence in people, is to “recruit, value, develop, and retain an excellent and diverse faculty and staff.” A key metric by which the university will gauge progress in this area is faculty and staff participation in professional development. Yet, according to biennial surveys conducted by Unclassified Senate, the top concern among unclassified professional staff has been the absence of a university-wide professional development program. In order to address this concern, the 2014-2015 Staff Fellows cohort was charged with developing a recommendation for a university-wide professional development program.

Jointly sponsored by the Office of the Provost and the Department of Human Resource Management (HRM), the Staff Fellows Program awards staff with mentoring opportunities with senior administrators, leadership training, skill development, and an expanded perspective of campus and university initiatives. This year the Staff Fellows undertook a group project in order to focus their efforts on a significant university challenge. As a result, the cohort has had a unique opportunity to research best practices in professional development, to engage with a broad range of university stakeholders in order to identify their needs, and to collaborate with other staff members across campus throughout the process. The Staff Fellows Program ran from October 2014 to May 2015 and culminated with a presentation to senior leaders in the administration.

95% of KU staff members said they agree or strongly agree that they like their job.

64% of staff report some level of dissatisfaction with opportunities for advancement.

Source: 2013-2014 Unclassified Senate survey
Methodology

The 2014-2015 Staff Fellows conducted research both externally and internally to the university in order to establish best practices for professional development and to develop a framework best suited for KU staff.

Staff Fellows conducted external research into peer universities, as well as non-university institutions known for having a successful model for professional development.

Six universities of similar size and/or structure to KU were considered. Staff Fellows conducted online research into each university’s professional development offerings for staff and, when possible, spoke directly with an individual involved in professional development programming. [Appendix 1]

Cerner Corporation, the non-profit Alliance for a Healthier Generation, and the Blue Valley School District provided information on how professional development is successfully delivered in a non-university environment. Staff Fellows interviewed professional development experts at these institutions and analyzed professional development documents published by these institutions. [Appendix 1]

Internally to KU, Staff Fellows facilitated six focus groups of self-selected campus staff; three of the six specifically targeted university senior administration [Appendix 2], staff at the Edwards Campus, and Facilities Services staff. During these one-hour focus groups, 15-20 attendees were asked a series of open-ended questions regarding their interest in and their perception of professional development at KU. [Appendix 3]

Staff Fellows also conducted individual interviews with those identified as key stakeholders who currently have a role or interest in managing professional development. [Appendix 4]

Additional internal research was conducted to determine what professional development resources already exist within the university. Staff Fellows conducted an environmental scan of opportunities currently available at KU, through such entities as Human Resources, Information Technology, Unclassified Senate, Continuing Education, and the various professional schools.

General information about best practices in professional development philosophy, programming, and delivery was obtained from online resources.
REVIEW OF RESEARCH

Research Outcomes - External

BEST PRACTICES

Staff Fellows researched six peer universities, one Kansas City-based corporation, one non-profit organization, and one area public school district that offer successful employee professional development programming. The goals of the external research team were to learn more about each organization’s professional development philosophy, the types of programming available, and the delivery methods used.

Upon reviewing the external research results, three professional development framework themes emerged, consistent across higher education and the private sector. The themes are:

1. Competency-based Professional Development
2. Certification Programs
3. Distinct Supervisory and Management Training Programs.

Key highlights include Cornell University’s and Wake Forest University’s competency-based programs developed to enhance institutional culture; Cerner Inc.’s management and supervisory training programs designed to provide employees with leadership potential the skills they need to be promoted into leadership positions; and certificate programs at the University of Oregon and Blue Valley School District that allow career advancement by mastering content delivered through a comprehensive curriculum.

COMPETENCY-BASED PROGRAMS

Competency-based programs offer employees clear categories to build skills and grow professionally within areas identified as important by the institution. It is through the support and development of skills in these competencies that institutions create a shared culture with agreed-upon values. The cornerstone of Cornell University’s professional development program is the Cornell Skills for Success — a set of core competencies that includes job skills, inclusiveness, adaptability, self-development, communication, teamwork, service, stewardship, and innovation. The Cornell Guide to Workshops [Appendix 5] defines in detail how these skills tie to work responsibilities and performance and how each workshop addresses the set of core competencies. Wake Forest’s program is based on five competencies: communication, community, leadership, organizational acumen, and personal progression. Additionally, the University of Oregon is moving toward a competency-based framework.

KU has established nine core KU centric competencies for faculty and staff, which makes the competency-based professional development programs particularly applicable to any professional development framework implemented by the university. [Appendix 6]

CERTIFICATION PROGRAMS

Certification programs position employees for future success by allowing them to expand skills and knowledge by participating in a well-developed curriculum. A number of institutions offer certification programs for employees at no or reduced costs. For example, University of Oregon [Appendix 5] offers certificates in
Supervision and Management and Financial Stewardship. Certifications are limited to a few managerial and supervisory options by most institutions, with the notable exception of Kansas State University, which offers numerous opportunities for certification through its Global Campus. Blue Valley School District pays for certification courses for staff whose jobs require it.

**MANAGER/SUPERVISOR TRAINING**

Most of the organizations researched offer training programs specifically focused on developing future leaders and enhancing the skills of new managers. In fact, Cerner’s comprehensive professional development program solely concentrates on developing managers and cultivating talent in employees with leadership potential.

While all the management training programs have similar philosophies, their teaching and delivery methods vary. For example, the University of Arizona offers four programs that focus on training managers and supervisors in both the faculty and staff ranks. These programs range from an inclusive one-day course [Appendix 5] for managers to a year-long competitive entry program [Appendix 5]. The University of Oregon, which requires all supervisors to complete management training courses, combines online pre-course exercises with instructor-led training. Newly hired or promoted managers at Wake Forest University receive two free individual coaching sessions [Appendix 5] from human resources with the opportunity to purchase additional sessions.

**Research Outcomes – Internal**

**STAFF PERCEPTIONS**

Staff Fellows conducted substantial research internal to KU. Focus groups of self-selected staff from all areas of campus revealed staff interest in and concerns about professional development. Staff Fellows outlined all current professional development opportunities available at the university. Interviews with senior administrators and other key stakeholders in the implementation of professional development programs informed the Staff Fellows’ professional development framework recommendations.

The general consensus of focus group participants was that the university should foster a culture that encourages and values professional development. Staff sentiments highlighted that not all supervisors recognize the value of professional development and do not allow their direct reports to participate in professional development opportunities. Staff reported that other supervisors allow their direct reports to participate in professional development but require that employees use vacation or personal time to pursue it. There were also varying perceptions on the purpose and benefits of professional development for staff. For example, staff said that some supervisors endorse professional development
opportunities that are related directly to an employee’s current position but are less receptive to professional development that addresses an employee’s long term goals or eventual career advancement.

EXISTING PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Human Resource Management (HRM) offers a variety of courses focused on professional development topics, adapting content to meet the evolving needs of staff at KU. HRM also partners with units and departments across campus to provide customized workshops that will enhance professional skills of existing staff. Many of the skills acquired or developed through HRM courses are transferrable to wide range of positions within the university. Supervisory Training for Excellence in Performance (STEP) is an HRM-sponsored comprehensive program for supervisors, or those anticipating the role of supervisor, to develop essential skills in leadership and motivation, managing change, communication, conflict management, the hiring process, the disciplinary action process, employee performance, and stress management. This program is being redeveloped in 2015. [Appendix 5]

While the majority of HRM course offerings are available to all staff and at no cost, some courses affiliated with external entities do have associated costs.

HRM, along with the Office of the Provost, jointly sponsors the Staff Fellows Program. This competitive program awards staff from all areas of the university with mentorship alongside senior administrators, leadership training, skill development, and an expanded perspective of campus and University initiatives. A small cohort of fellows meets twice a month during the academic year (September-May). During these meetings, Staff Fellows engage in discussion with representatives from senior leadership, receive training in project management methods, and work on a common project. Regular meetings with mentors are scheduled throughout the duration of the program. There is no stipend for participation in the program, and all applicants to the program must have a recommendation from their supervisors. At the end of each Staff Fellows cycle, HRM revises and updates the program based on each cohort’s feedback. [Appendix 5]

“Philosophically, as an institution we should be able to support both necessary training and things people want to do for themselves professionally.”

Ola Faucher, KU director of human resources

KU Information Technology and KU Libraries offer technical or software-specific trainings and workshops. Some are focused on specific products or applications utilized at KU while others are focused on technology applications often leveraged in typical office workplace environments. [Appendix 5]

Another way employees acquire additional skills is through formal degree and certification programs. University of Kansas Continuing Education (KUCE) designs and delivers education for working professionals. With more than 100 staff spread throughout the state of Kansas, KUCE has extensive offerings in professional development for a variety of professions including:

91% of KU staff respondents indicated that professional development was one of the top concerns Unclassified Senate should address. This was the top vote-getter of all topics and outranked Parking by several percentage points.
physicians, nurses, firefighters, police officers, engineers, and attorneys. Individuals can obtain certificates, continuing education units (CEUs), and continuing medical education (CME) or certified nurse educator (CNE) credits. KUCE offers to partner with units or departments in order to create professional development programs tailored to unit or departmental needs. [Appendix 5]

The KU Public Management Center (PMC) provides professional development opportunities focused on skills needed to lead, inspire, and direct personnel. The PMC offers four specific training programs in addition to customized trainings for various public service professionals including staff at KU. [Appendix 5]

The four current programs are the Certified Public Manager (CPM) program, the Emerging Leaders Academy, the Supervisory Leadership Training Workshop, and the Law Enforcement Leadership Academy. The CPM program is the most rigorous of the four and is designed for people who transition into managerial roles and do not have previous exposure to that type of work. However, with a cost of $1,800 for KU employees, the CPM program is not easily accessible to all staff.

The Law Enforcement Leadership Academy is a version of the CPM program, narrower in scope, aimed specifically at higher-level professionals in law enforcement.

The three-day Supervisory Leadership Training Workshop focuses on developing skills and strategies to effectively manage staff and is offered quarterly to meet the demand of new and experienced leaders. The cost is currently $300 for KU staff.

The Emerging Leaders Academy is not designed only for staff in managerial roles, but seeks to help all employees “find their way” in the workforce.

ADMINISTRATIVE ENDORSEMENT

Staff Fellows interviews with senior administrators and other key stakeholders revealed a significant amount of support for developing a university-wide staff professional development framework. In one-on-one interviews with key stakeholders in the administration, senior leaders agreed that communication about professional development, to both employees and supervisors, is crucial. A university-wide professional development program should align with KU’s employee competencies and assist employees in moving their careers forward. Currently, an overarching philosophy or set of guiding principles for professional development does not exist. Senior leaders recognize that a university-wide professional development program has the power to positively affect KU’s work culture.

“We can’t create a culture and ethic of ongoing training and professional development unless we all embrace this.”

Rick Ginsberg, dean of the School of Education
Three principal recommendations have been derived from our research, which we summarize as Delivery, Career Track, and Culture. KU Human Resource Management (HRM) will facilitate the implementation of these recommendations.

**Recommendation 1: Delivery**

Work in partnership with experts from across campus in regular evaluation of professional development programs to ensure that the content, delivery, and overall quality of professional development offerings meets best practices standards.

**Recommendation 2: Career Track**

Construct career tracks to which all Professional Development programs are aligned so that staff can identify opportunities and acquire knowledge and skills needed for advancement and future leadership roles within the University.

**Recommendation 3: Culture**

Develop a foundational culture endorsed by Senior Leadership and facilitated by policy that values and supports staff professional development.

**BEYOND THE SUMMARY**

**Recommendation 1: Delivery**

1.1 Delivery Methods

Professional development should be offered in a variety of formats (e.g. online, hybrid, and face to face) in order to reach the maximum number of users. HRM should develop tools to assess quality of instruction, relevance of content, accessibility for users, and institutional benefit.

1.2 Talent Development System

The Talent Development System (TDS) will be instrumental in identifying the professional development needs of staff, in documenting completion of activities and displaying professional certifications achieved, and in recording progression by staff along their identified career
track. Supervisors should fully utilize all functions of the TDS, including the performance management system, to document professional growth and productivity during annual reviews. The TDS should also be optimized to allow for the inclusion of all training and professional development opportunities to provide one central repository for staff. The TDS system is owned and maintained by HRM.

1.3 Communication

Through a partnership between HRM and the Office of Public Affairs, various forms of communication should be used to publicize available professional development opportunities, such as monthly emails, campus calendar, social media, and myCommunity. When new staff are hired on campus, HRM should include education and training on future professional development opportunities.

Recommendation 2: Career Track

2.1 Map

HRM should develop a map that outlines paths of career progression for staff within all professional units. This map will identify position titles and the core competencies required for each position. This mapping will allow staff to obtain necessary competencies and certifications needed to be qualified for progressive positions within the university.

2.2 Job Shadowing and Mentoring

A formal mentoring and job shadowing program should be developed to pair staff with more senior leaders in departments across campus. HRM will partner with supervisors across campus to help identify the next generation of university leadership. These candidates will be paired with a current campus leader. Mentors and protégés will be provided a structured engagement framework and leadership development plan. This plan will focus on self assessment, setting and progressing towards goals, and leadership skill development. A formalized leadership mentoring program will allow staff to explore career paths, encourage collaboration between units, and facilitate an exchange of best practices across the university.

2.3 Competency-Based Programs

Staff professional development programs should begin to integrate the proposed KU centric competencies in program content and outcomes [Appendix 6]. In addition, we recommend the KU centric competencies be incorporated into all staff job descriptions and performance evaluations.

2.4 Leadership Development

We recommend HRM pilot a leadership development program. The objective of this program will be to identify staff with leadership potential and further cultivate their leadership skills. Participants in this program will be candidates for positions in leadership based career paths.
Recommendation 3: Culture

3.1 Leadership

It is important that senior leadership champions staff professional development, encourages a culture that values professional development, and articulates the benefits of staff professional development for the university. Senior leadership can begin this conversation by regularly discussing professional development expectations in leadership unit meetings, such as Deans and Directors meetings and Department Chair meetings. Department/unit leaders should include employee professional development opportunities into departmental and budgetary planning each year.

3.2 Sustaining a KU Culture

Through collaboration with senior leadership, HRM will establish a vision for the integration of staff professional development into the fabric of KU’s work culture. Belief in the power and necessity of professional development will be at the core of KU’s culture. This vision will be disseminated through its integration into required programming for faculty and staff leaders on campus.

3.3 Knowledge Sharing

In order to demonstrate a definable return on investment and to maximize organizational benefit, managers should be encouraged to assist employees in sharing information and knowledge gained from professional development activities (e.g. presenting to their team, writing a summary of the experience, facilitating a workshop, or providing networking contact reports).

3.4 Networking

Networking must be recognized as a valuable component of professional development and recruitment. To further promote collaboration and the sharing of experiences among all staff, an internal KU networking solution should be created within the TDS.

3.5 Policy

A staff professional development policy should be added to the policy library that addresses the value of professional development, sets minimum standards of protected time and funding allotted to all staff for pursuing development opportunities, and gives HRM authority to mandate supervisory training.
Measuring Progress

We suggest that a variety of formative assessment methods be used to evaluate the implementation of the proposed recommendations and continued progression toward achieving Goal 5 of Bold Aspirations. Formative assessment measures are used during program development and implementation to provide data that can be used to modify and improve the program while it is being adopted. Longitudinal data should be used to inform the implementation process and further decisions about professional development. Progress should be reported regularly to senior leadership and key stakeholders. The metrics listed below assess specific recommendations noted in the parenthesis.

- Number of participants (Delivery, Career Track)
  - Total number of participants
  - By unit offering program
  - By format (e.g. online, in-person, hybrid)
  - By topic
  - By competency
  - By Career Track
- Number of professional development programs listed in the Talent Development System (Delivery, Career Track)
  - Total number of professional development programs
  - By unit offering program
  - By format (e.g. online, in-person, hybrid)
  - By topic
  - By competency
  - By Career Track
- Number of new certifications obtained (Career Track)
- Percentage of employees using the Talent Development System to collect and display credentials (Delivery)
- Percentage of supervisors using the Talent Development System as a tool for completing annual reviews (Delivery)
- Total number of hours of professional development completed/number of KU staff (Culture)
- Amount of dollars used for professional development/number of KU staff (Culture)

- Design a standard electronic questionnaire to assess participant satisfaction and learning using a system that will aggregate the data into descriptive statistics (Delivery)
- Track career progression and advancement and compare to participation in professional development activities (Career Track, Delivery, Culture)
- Integrate tools appropriate for the professional development program to assess participant learning. Examples include pre- and post- course surveys, self-reflection, portfolios, and staggered post-program evaluations (e.g. 3 months, 6 months, 12 months) to determine how successfully participants integrated the skills and knowledge into their jobs (Delivery, Career Track, Culture)
- Collaborate with Staff Senate or OIRP to include questions about professional development attitudes and KU’s mission, vision, and values into existing campus-wide surveys (Culture)
- Track progress on professional development goals established in the Talent Development System (Delivery, Career Track, Culture)
- Include reflection of core competencies relevant to job descriptions during the annual review process and measure progression over time (Delivery, Culture, Career Track)
# Professional Development at KU

## Strategy

### 1.1 Use a variety of delivery methods to maximize users and accommodate learning styles

- Utilize tools in the Talent Development System to identify staff needs and document activities
- Actively promote learning opportunities through the university’s extensive communications tools

### 2.1 Outline paths of career progression for all professional staff that are linked to core competencies

- Develop a formal mentoring and job shadowing program across campus
- Incorporate KU centric competencies into job descriptions and performance evaluations

### 3.1 Constantly communicate the importance of professional development at leadership meetings university wide

- Develop a required program that furthers KU values and mission for all in leadership roles
- Create an expectation that knowledge gained from professional development is shared with coworkers

## Delivery

Ensure content, delivery, and quality of professional development meets best practice standards

## Career Track

Create career tracks so staff can identify opportunities for advancement and can seek necessary skills and knowledge

## Culture

Ensure all levels of KU leadership support and value professional development for staff

## Assessment

Use formative assessment methods to evaluate implementation of proposed recommendations

- Develop benchmark metrics of offerings and usage
- Begin tracking certifications
- Using TDS identify usage of employee training and supervisory review tools
- Track career advancement and compare to professional development participation
- Integrate learning assessment tools
- Collaborate with Staff Senate and/or OIRP to assess employee climate
- Incorporate reflection of core competencies as part of annual performance review
- Track total investment per staff member
Thank You & Acknowledgements

The 2015 Staff Fellows want to thank the many individuals who provided information, opinions and experiences, as well as the senior leadership of the University of Kansas for the opportunity to work on this substantial project. Professional development has the potential to dramatically alter the course of this institution by elevating staff and creating the expectation that learning is a lifelong opportunity and responsibility. The Staff Fellows learned more about this vibrant institution and the caring and motivated people who work here, which is a gift with enduring benefits.

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Photo credits: Kevin Boatright and Staff Fellows
Appendix 1
External Research – External Best Practices
Organizations/Institutions interviewed or reviewed regarding best practices in professional development.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Industry</th>
<th>Number of Full-Time Staff*</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alliance for A Healthier Generation</td>
<td>Non-Profit</td>
<td>125</td>
<td>Material Review</td>
</tr>
<tr>
<td>Blue Valley School District</td>
<td>K-12 Education</td>
<td>1,428</td>
<td>Tonya Merrigan, Executive Director of Curriculum and Instruction</td>
</tr>
<tr>
<td>Cerner</td>
<td>Health Care Technology</td>
<td>14,200</td>
<td>Art Gangel, Senior Learning Consultant</td>
</tr>
<tr>
<td>Cornell University</td>
<td>Higher Education</td>
<td>4,619</td>
<td>Website Review</td>
</tr>
<tr>
<td>Kansas State University</td>
<td>Higher Education</td>
<td>1,678</td>
<td>Shanna Legleiter, Director of Learning and Development</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>Higher Education</td>
<td>5,136</td>
<td>Chelle Brody, Program Coordinator</td>
</tr>
<tr>
<td>University of Iowa</td>
<td>Higher Education</td>
<td>4,361</td>
<td>Website Review</td>
</tr>
<tr>
<td>University of Oregon</td>
<td>Higher Education</td>
<td>1,307</td>
<td>Pam Farmer, Director of Professional Development</td>
</tr>
<tr>
<td>University of Texas – Austin</td>
<td>Higher Education</td>
<td>5,709</td>
<td>Website Review</td>
</tr>
<tr>
<td>Wake Forest University</td>
<td>Higher Education</td>
<td>2,811</td>
<td>John Champlin, Manager of Recruitment and Organizational Development, WFU Professional Development Center</td>
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</tbody>
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*2012-2013 data from the National Center for Education Statistics shows the number of FTE teachers for the Blue Valley School District. For institutions of higher education, 2013 data from the Integrated Postsecondary Education Data System shows the number of full-time employees without faculty status.

Questions about best practices included (not limited to):
- Is the professional development program comprehensive?
- Is the professional development program competency-based?
- Are there tracks for particular professions or employee groups (e.g. leadership, supervisory, administrative, skilled trades)?
- How is organizational development/effectiveness handled?
- How is new employee orientation handled?
- How is faculty development and/or academic leader training addressed?
- Is there an online training component? If so, what learning program or system is used?
- Are hybrid or blended learning opportunities offered? How are they implemented?
- What does supervisory/management/leadership training look like? Who attends? Is the training mandatory?
- What percentage of programs are instructor-led, online, hybrid, etc.?
- Is there a coaching component or service? What does it look like?
- Are learning development plans part of performance management?
- How is the learning and development functions staffed?
Appendix 2

Senior Leadership Meeting
January 30, 2015

<table>
<thead>
<tr>
<th>Senior Leadership Present</th>
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<tbody>
<tr>
<td>Marta Caminero-Santangelo, Acting Vice Provost for Faculty Development</td>
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<tr>
<td>Diane Goddard, Vice Provost for Administration and Finance</td>
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<tr>
<td>Jason Hornberger, Assistant Vice Provost, Shared Service Centers</td>
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<tr>
<td>Linda Luckey, Senior Executive Associate, Office of the Provost</td>
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<tr>
<td>Richard McKinney, Associate Vice Provost/Budget Director</td>
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<td>Sara Rosen, Senior Vice Provost for Academic Affairs</td>
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<td>Jeff Vitter, Provost and Executive Vice Chancellor</td>
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<td>Darcey Nance, School of Engineering</td>
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<td>Stacy Walters, Continuing Education</td>
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Questions

- What do you envision a professional development program looking like at KU?
- How does the culture of the university support participation in professional development programs?
- How do you envision the KU centric competencies being incorporated into professional development?
Appendix 3
Focus Groups Structure and Questions

Set-up
Arrange chairs in a semi-circle.

Introductions
Group introductions (Name and role at the university)

First, we want to thank each of you for being here. For those of you who may not know, Staff Fellows is a program jointly sponsored by the Office of the Provost and the Human Resources Department. The program awards staff with mentoring opportunities alongside senior administrators, leadership training, skill development, and an expanded perspective of campus and university initiatives. As Staff Fellows, we have been tasked with developing a comprehensive professional development program for non-faculty employees at the university. To do that we first need to understand what staff, and their supervisors, need and want from such a program. We invited you here today because we want to hear your perspective on what this program should include to foster a culture that promotes professional development throughout campus.

Before we get started, we want to set a few expectations for our time together.

Expectations
- This is a safe space. What you say will be used in our research, but you will not be identified.
- We will be respectful of any opinion or suggestion offered to the group.
- Time is of essence. Please be conscious that there are many of you in the room and we want everyone to have a chance to speak.
- Our primary focus is to gather information regarding a new professional development framework on campus. If we get off topic, I will bring us back. If we have time at the end of the session we can continue that discussion. If we run out of time, a member of the Staff Fellows’ team will continue that discussion with you one-on-one.
- Are there any other expectations that you feel need to be set for our time together?
- Enjoy our time together. You are here because you value professional development and want to be a part of an exciting change on campus. Let’s have fun!

Questions
1. How would you describe professional development?
2. Describe your departmental culture in regards to participation in professional development programs?
   - What does your current access and opportunity to participate in professional development programs look like?
   - What barriers do you encounter when seeking professional development?
3. What types of professional development programs interest you, or are relevant to your profession?
   - What would a good professional development program look like to you?
   - What are some creative or unique professional development ideas that you have heard of or participated in?
4. How do you implement what you have learned through participation in professional development opportunities?
5. What role does technology or online learning play in professional development?
Appendix 4

Individual Interviews Conducted

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathleen Ames-Stratton</td>
<td>Learning &amp; Development Manager</td>
<td>Human Resources</td>
</tr>
<tr>
<td>Mike Broadwell</td>
<td>Executive Director of Administrative Services</td>
<td>KU Libraries</td>
</tr>
<tr>
<td>David Cook</td>
<td>Vice Chancellor</td>
<td>KU Edwards Campus</td>
</tr>
<tr>
<td>Ola Faucher</td>
<td>Director of Human Resources</td>
<td>Human Resources</td>
</tr>
<tr>
<td>Michelle Ginavan-Hayes</td>
<td>Professional Development Chair</td>
<td>Unclassified Senate</td>
</tr>
<tr>
<td>Rick Ginsberg</td>
<td>Dean</td>
<td>School of Education</td>
</tr>
<tr>
<td>Diane Goddard</td>
<td>Vice Provost for Administration &amp; Finance</td>
<td>Office of the Provost</td>
</tr>
<tr>
<td>Marilu Goodyear</td>
<td>Assistant Vice Chancellor for Academic Program Development</td>
<td>KU Edwards Campus</td>
</tr>
<tr>
<td>Blane Harding</td>
<td>Director</td>
<td>Office of Multicultural Affairs</td>
</tr>
<tr>
<td>Noel Rasor</td>
<td>Assistant Director</td>
<td>Public Management Center</td>
</tr>
<tr>
<td>Mike Rounds</td>
<td>Associate Vice Provost for Human Resource Management</td>
<td>Human Resources</td>
</tr>
<tr>
<td>Mary Ryan</td>
<td>Assistant Vice Chancellor of Enrollment and Student Services</td>
<td>KU Edwards Campus</td>
</tr>
</tbody>
</table>

Questions (included, but not limited to)

- How would you describe the university’s current professional development program?
- What challenges do you encounter with what KU is currently doing?
- What role do you feel professional development plays in the success your department/KU?
- How do you feel technology should play a role within professional development?
- What would a good professional development program look like to you?
- Describe your departmental culture in regards to participation in professional development programs?
## Appendix 5
### Online Resources

<table>
<thead>
<tr>
<th>Description</th>
<th>Link</th>
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<tr>
<td>The Cornell Guide to Workshops</td>
<td><a href="https://www.hr.cornell.edu/life/career/guide_to_workshops.pdf">https://www.hr.cornell.edu/life/career/guide_to_workshops.pdf</a></td>
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<tr>
<td>Staff Fellows Program, University of Kansas</td>
<td><a href="http://humanresources.ku.edu/staff-fellows-program">http://humanresources.ku.edu/staff-fellows-program</a></td>
</tr>
<tr>
<td>University of Arizona One Day Course</td>
<td><a href="http://www.hr.arizona.edu/uaw">http://www.hr.arizona.edu/uaw</a></td>
</tr>
<tr>
<td>University of Arizona Year-Long Program</td>
<td><a href="http://www.hr.arizona.edu/map">http://www.hr.arizona.edu/map</a></td>
</tr>
<tr>
<td>University of Kansas Continuing Education Courses</td>
<td><a href="http://kuce.ku.edu">http://kuce.ku.edu</a></td>
</tr>
<tr>
<td>KU Human Resource Management Courses</td>
<td><a href="http://humanresources.ku.edu/course-offerings">http://humanresources.ku.edu/course-offerings</a></td>
</tr>
<tr>
<td>KU Information Technology Courses</td>
<td><a href="https://webapps.ku.edu/~infotrain/workshops.php">https://webapps.ku.edu/~infotrain/workshops.php</a></td>
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<tr>
<td>KU Libraries Courses</td>
<td><a href="https://lib.ku.edu/events/">https://lib.ku.edu/events/</a></td>
</tr>
<tr>
<td>KU Public Management Center Courses</td>
<td><a href="http://www.kupmc.org/">http://www.kupmc.org/</a></td>
</tr>
<tr>
<td>University of Oregon Professional Development</td>
<td><a href="http://odt.uoregon.edu/professional-development-opportunities/">http://odt.uoregon.edu/professional-development-opportunities/</a></td>
</tr>
<tr>
<td>Wake Forest University Coaching Sessions</td>
<td><a href="http://pdc.wfu.edu/coaching/">http://pdc.wfu.edu/coaching/</a></td>
</tr>
<tr>
<td>Learning for a Lifetime video</td>
<td><a href="https://mediahub.ku.edu/media/Learning+for+a+Lifetime/0_0zc6prib">https://mediahub.ku.edu/media/Learning+for+a+Lifetime/0_0zc6prib</a></td>
</tr>
</tbody>
</table>
Appendix 6
The University of Kansas
Proposed Job Competencies

- **Accountability:** Accepts responsibility for own actions and decisions and demonstrates commitment to accomplish work in an ethical, efficient, and cost-effective manner.

- **Adaptability:** Adjusts planned work by gathering relevant information and applying critical thinking to address multiple demands and competing priorities in a changing environment.

- **Communication:** Effectively conveys information and expresses thoughts and facts. Demonstrates effective use of listening skills and displays openness to other people’s ideas and thoughts.

- **Customer/Quality Focus:** Anticipates, monitors, and meets the needs of customers and responds to them in an appropriate manner. Demonstrates a personal commitment to identify customers’ apparent and underlying needs and continually seeks to provide the highest quality service and product to all customers.

- **Inclusiveness:** Interacts appropriately with all business and community partners, members of and visitors to the campus community, without regard to individual characteristics. Demonstrates a personal commitment to create a hospitable and welcoming environment. Fosters respect for all individuals and points of view.

- **Innovation:** Develops new insights into situations and applies creative solutions to make organizational improvements and meet challenges. Creates a work environment that encourages original thinking and innovation. Designs and executes novel processes and approaches to enhance the effectiveness and efficiency of work assignments.

- **Leadership:** Communicates personal vision and the University’s vision in ways that gain the support of others. Mentors, motivates, and guides others toward goals.

- **Occupational Knowledge/Technology Orientation:** Demonstrates the appropriate level of proficiency in the principles and practices of one’s field or profession. Demonstrates a commitment to continuous improvement, to include understanding and application of technology (hardware, software, equipment, and processes).

- **Team Focus:** Works cooperatively and effectively with others to achieve common goals. Participates in building a group identity characterized by pride, trust, and commitment.
Develop and retain talent and leadership at all levels to thrive in an era of change.