A Proposal for a Comprehensive Training and Professional Development Program

Academic Advising, Career Counseling, and Supervisors

Respectfully submitted,
Members of the Project Development Group for Training and Professional Development
Student Support Advisory Committee

November 05, 2009



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- Stacy Doepner-Hove, OHR
- Charlie Nutt, NACADA
- Academic Advisors
- Career Counselors
- Members of the Student Support Advisory Committee
- Members of the Standing Committee on Academic Advising and Career Counseling
- Members of the Collegiate Student Affairs Administrators
- Directors of Career Services
- Board members of Academic Advising Network
- Board members of Career Development Network
- ...and many others



Brief History

In fall 2006, Laura Coffin Koch called together a large working group, the Student Support Advisory Committee (SSAC), to address the recommendations put forth in the Strategic Positioning Task Force Report on Student Support. The members of SSAC represent a broad base of student support professionals as well as administrators with direct and indirect responsibilities for student support services. In addition to the SSAC, a number of task groups were formed to develop specific strategies and additional recommendations designed to improve how we work with students in order to improve graduation, retention, and student satisfaction as well as how we can better support student service professionals. From this process, specific recommendations were made and approved by senior leadership across the Twin Cities campus.

Thus, the Project Development Group on Training and Professional Development was formed.



Charge and Scope

To develop a training and professional development program that compliments existing training across campus for academic advising and career counseling.

- Develop purposeful coordination of training
- Investigate the training needs of various staff populations, i.e., new or seasoned staff
- Assess the landscape to determine broad topical areas where there are needs for training
- Investigate a theme-based approach to training that can
 offer cohesiveness to campus-wide training while honoring
 the great work that is being done in colleges, units, and
 departments. Coordinate the implementation of a themebased training plan each year
- Find experts to lead the training (always being mindful of our own in-house expertise), and develop training as needed
- Investigate the need for a web resource that aggregates training opportunities across student services and provides information for the reader about each training topic. Work with campus services to develop the web resource
- Solicit multiple stakeholders' opinions to inform Project Development Group's recommendations and decisions
- Work with the Student Support Advisory to help inform Project Development Group's recommendations and decisions

- Create a method for registration, tracking, and recognition for participation in training
- Assessment of T&PD needs of academic advisors and career counselors
- Evaluation of all aspects of program effectiveness once implemented, including impact of program on professional experiences
- Investigate a half-day student services fair open to all student services office to learn about each service at the University
- Investigate expanding the scope of the Project Development Group to all professionals in student services



Current Members

Without the knowledge, skill, and dedication of the members, this comprehensive proposal would have never been written.

Name	College or Unit
Jennifer L Endres	CLA
Teresa M Fruen	CCE
Katrina Ginther Thompson	CDes
Amy S Hackett	CEHD
Becky Hall	Co-chair
Andy Howe	Co-Chair
Elizabeth Hruska	CDN/St. Paul Career Center
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Emily M McCreight	AAN/IT
Andrea Raich	Nursing
Jennifer Rosand	Academic Health Center
Meaghan Thul	Co-chair

With sincere gratitude

We acknowledge the members of the T&PD project group for their outstanding work over the past year. The members created a process that at times were challenging and frustrating and rewarding and fun while keeping an unyielding focus on our framework to develop a proposed program that can be tailored and flexible and grounded in continuous improvement, core competencies, and stewardship — characteristics of an awesome learning team.

We, as co-chairs, learned a great deal about leadership from each member. For that, we are grateful.

Sincerely, Meaghan Thul, Becky Hall, & Andy Howe



Importance of T&PD: Probable Facts

What are the probable facts for the next three years and how can T&PD support best practices while easing the impact of issues?

Probable Facts

- Limited and reduced budgets
- Limited and reduced number of staff
- Limited and reduced staff morale
- Increased number of students
- Increased responsibility for individual staff
- Increased expectations of all stakeholders
- Increased technology initiatives
- Increased change to adjust for budget constraints
- Increased accountability

T&PD Assistance

- Continuous improvement
- Core competencies
- Stewardship
- Tailored and flexible



Importance of T&PD: Literature

Perhaps the most important need in academic advising today is effective training. While it is likely some advising professionals and researchers would argue this point, referencing the need for increased accountability, the importance of student retention, the call for effective assessment and evaluation processes, and other similar issues, underlying all of these imperatives is the need to develop and support effective advising. Furthermore, it is evident that while exemplary practices exist for the development of advisors at many institutions, much remains to be accomplished in order to lift the level of advising effectiveness (Habley, 2000; King, 2000).

Comprehensive professional development programs must be expanded and strengthened to include opportunities for dialogue and conversations about the connection between academic advising and persistence as well as exemplary practices from other institutions. Institutions with Centers for Teaching and Learning or Excellent in Teaching and Learning should coordinate such comprehensive professional development programs through these centers (How do we create a culture of importance of academic advising, Nutt, 2008).

Institutions "...must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops (Council for the Advancement of Standards In Higher Education: Academic Advising and Career Services).



Academic Advising and Career Counseling

We envision the University of Minnesota, Twin Cities, as a recognized global leader in delivering collaborative, developmental, and holistic undergraduate academic advising and career counseling. We will be a model for services that encourage students to be engaged with a diversity of ideas, people, and disciplines and that support students through exploration, reflection, and engaged citizenship.



T&PD Program

Become *the* global leader in the preparation and on-going development of professionals in student services.

In part, the vision of academic advising and career counseling on the Twin Cities campus is to become "a recognized global leader in delivering collaborative, developmental, and holistic undergraduate academic advising and career counseling." Given our vision, becoming a *best practice* in training and development of professionals in student services sets our aim too low. We must strive then to become *the* global leader in the on-going development of professionals in student services.

Similar to a teaching hospital that prepares outstanding health professionals and conducts cuttingedge research on health and wellness, the University can position itself to be *the* global leader in the training and development of professionals in student services and in the theory to practice of supporting learning and development of undergraduate students.

The program we are proposing would set a new standard of excellence in training and development of professionals in student services.



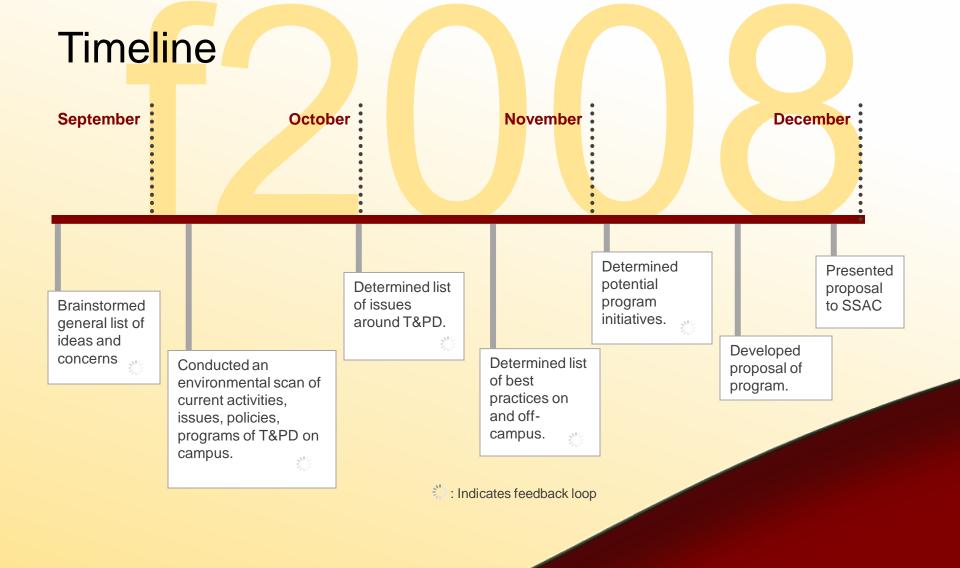
Process and Timeline

Early in the process, members decided to use an adapted version of a program development process model called ADDIE, (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation.

Through a series of feedback loops with members' respective colleges, department, units, and centers, the members learned about current activities, process, policies, and issues in their own areas as well as campus-wide.

Currently, the process to develop a T&PD program is at the Implementation stage and being reviewed by relevant stakeholders to determine resolutions of issues of baseline standards and funding.

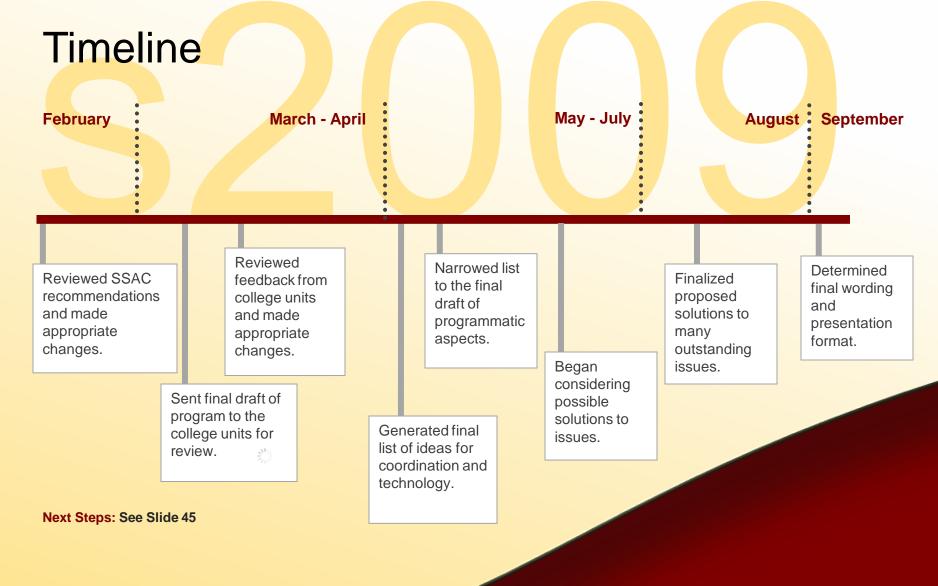






Training and Professional Development

Academic Advising & Career Counseling University of Minnesota, Twin Cites





Training and Professional Development

Academic Advising & Career Counseling University of Minnesota, Twin Cites

Definitions

Content: specific information that academic advisors, career counselors, and their supervisors need based on their development stage.

Coordinating Committee on Training and Professional Development: made up of members from across colleges and units and chaired by a member from the Office of Student Affairs, Office of Undergraduate Education, and a member from a college or unit. Committee is charged with the overall coordination and communication of non-college/unit specific training for academic advising and career counseling.

Delivery modes: ways in which information can be delivered, such as one-on-one, small group, online, in print, etc.

Employee (Professional) Development: "a joint, on-going effort on the part of an employee and the organization for which he or she works to upgrade the employee's knowledge, skills, and abilities" (Office of Human Resources at the University of Minnesota).

Program: see "Structure"



Definitions

Staff: academic advisors, career counselors, and direct supervisors

Standing Committee on Academic Advising and Career Counseling: charged by the Office of Undergraduate Education to support the enhancement of academic advising and career counseling services. Committee is made up of representation from all colleges and selected Board members of AAN and CDN.

Structure: the overall program that supports the delivery of training initiatives **Training:** used to develop specific knowledge or skill and usually facilitated by an expert. Series of systematic trainings often lead to employee/professional development.

Training Initiatives: key ideas, themes, concepts, and projects that are imperative to the success of the training program

Training and Professional Development (T&PD): helping develop and enhance the key competencies that enable individuals "..to perform current or future jobs" (McLagan, P., 1989). T&PD may also include mentor and leadership development, and training facilitation.



Building Capacity and Sustainability

Building Capacity:

Leadership (vision, removing barriers, developing new leaders, etc.), resources (financial, physical, human, etc.), and outreach (communication, buy-in, etc.) are key to the success of any project. (Vita and Fleming, 2001)

Sustainability

Development of a structure of a program that endures over time and becomes supported as part of the culture of the institution. (Billig, Sherry, and Havelock, 2005)



Building Capacity: Identified Issues

Based on the project groups' research, the members strongly feel that following issues will need resolution before any T&PD can be successful.

Staff Level

- Time spent on T&PD of individual Staff varies across colleges and units
- Recognition and incentives for T&PD vary across colleges and units
- Baseline performance competencies vary across colleges and units
- Resources allocated to individual staff for off-campus T&PD vary across colleges and units

Campus-wide Level

- Communication and coordination of T&PD opportunities vary across colleges and units
- Inconsistent baseline understanding of academic advising and career counseling exists
- Resources for developing and coordinating T&PD vary across colleges and units



Sustainability: Criteria for Decision Making

As the process unfolded, members began developing criteria to use when making decisions about the proposed program.

- Does the idea put students first?
- Does the idea reflect vision, mission, and core values of Academic Advising and Career Counseling?
- Does the idea compliment (not duplicate) existing training and processes?
- Does the idea support various levels of knowledge and skill of new and continuing academic advisors, career counselors, and supervisors?
- Does the idea support academic advisors, career counselors, and supervisors with helping underrepresented populations?
- Is the idea flexible and adaptable enough for a variety of needs?
- Can the idea adapt to change quickly?
- Does the idea sufficiently meet the identified needs of the primary stakeholders?
- Can the idea support assessment and evaluation of academic advisors, career counselors, and supervisors?
- Can the idea utilize the knowledge and skill of existing experts (seasoned staff)?
- Can the idea provide leadership opportunities for academic advisors, career counselors, and supervisors?
- Does the idea offer a good balance between technology and human interaction?
- Does the idea reward, award, or offer incentives to academic advisors, career counselors, and supervisors for professional development?

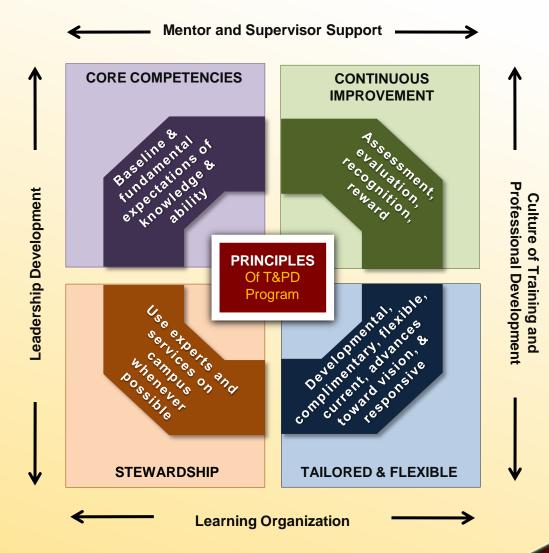


Sustainability: Elements of Excellence

Based on the extensive research conducted by members, the following elements are critical to an excellent T&PD program:

- Recognition and reward
- Developmental
- Sufficient staff time to participate, reflect, practice, and master
- Assessment and evaluation
- Accountability
- Shared responsibility
- Flexibility and implement swiftly
- Links to goals and mission of organization
- Coordination and communication
- Sufficient budget
- Technology





Framework

Our framework for training and professional development (T&PD) starts with broad principles from the outer layer to examples of more specific desired outcomes in the inner most layer.

The outer layer represents values that were common points of discussion in meetings with the T&PD project development group members and feedback loop processes during the development of our framework.

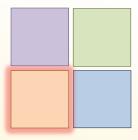
The shaded boxes are more specific professional values that help define the broader values in the corresponding outer most layer.

Finally, the inner most layer are examples of more specific actions and desired outcomes once the T&PD program is established.



Stewardship

The University has many experts on various topics related to the work of academic advisors and career counselors. Tenacious efforts should be made to find the most appropriate person at the University to lead any given topic or content of T&PD. Many academic advisors and career counselors could and should lead various T&PD workshops and seminars because of their expertise and experiences. Recognition and rewards for this effort should also be available.

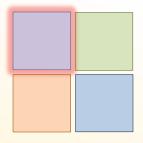


The University has also many outstanding T&PD services that we should be utilizing whenever appropriate.



Core Competencies

Academic advisors, career counselors, and supervisors should know what is expected of them. By developing a list of campus-wide core competencies, a set of knowledge and skills that all staff should possess or work toward, can help individuals make better decisions about their T&PD needs. This list can also help inform decisions about topics and content of ongoing T&PD seminars and workshops.



A campus-wide list should be broad enough so that colleges, departments, and units can add to the list based on their specific needs.



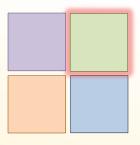
Continuous Improvement

Academic advisors and career counselors have made it clear that ongoing T&PD is extremely important to job satisfaction and success. The efforts to enhance skills should also be recognized and rewarded.

Ongoing assessment of the T&PD needs of staff is just as critical as the evaluation of the various workshops and seminars.

Because valuable T&PD takes much time, recognition for this effort is also critical.

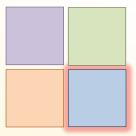
Meaningful recognition and rewards can increase participation and influence the intrinsic value of T&PD.





Tailored & Flexible

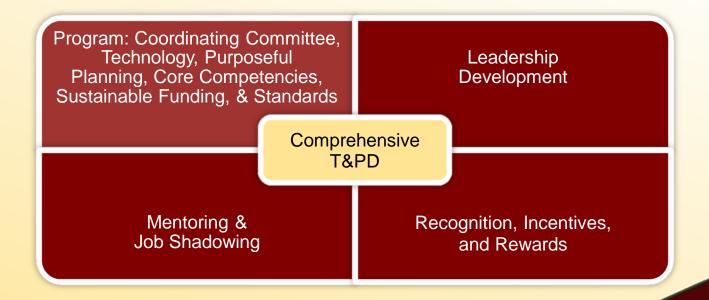
Many colleges, departments, and units are doing remarkable T&PD work internally with staff. This work should not be replaced but enhanced. Many academic advisors, career counselors, and supervisors come from a variety of backgrounds, training, education, and experiences. Any training program should offer T&PD opportunities based on various developmental needs. Campus-wide training program needs to be flexible and respond quickly to unforeseen training needs. Finally, training should be consistent with the vision, mission, and core values of academic advising and career counseling.





Operationalizing Framework

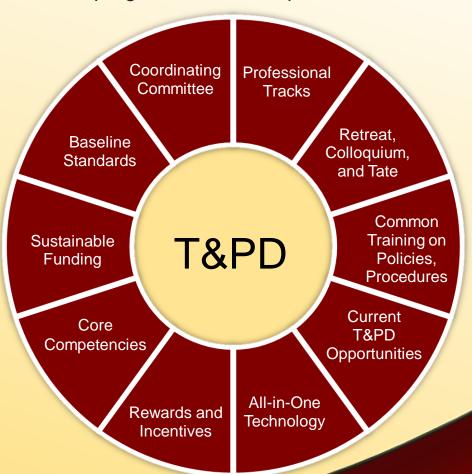
We will apply our framework of T&PD on the following four interrelated programs.





Critical Components of Program

The diagram demonstrates how each component is critical to the success of the T&PD program, similar to spokes on a wheel.





Developmentally Sequenced Recognition is awarded to those who participate in a number of T&PD number of T&PD opportunities within each developmentally sequenced option below. Award is given after successful completion of criteria (TBA) within each them. option. Level One: Recognition of Advancement

A Career Decision Making Model

Level Two: Recognition of Honor FERPA II

Level Three: Recognition of Distinction

AAN Workshop

FERPAI

Theme-based By Design

Recognition is awarded to those who participate in a opportunities that meet the requirements of a particular theme. CEU may or may not be available for each

Example Theme

Legal and Ethical Issues in Academic Advising and Career Counseling

Completed **FERPAI**

FERPAII

Need

Public and Private Notes University Technology and Social Networking Crisis Management

All T&PD opportunities apply.

Example Completed T&PD Opportunities

FERPA I **FERPAII** A Career Decision Making Model AAN Workshop Tate Retreat

The Training and Professional Development program consists of three tracks (i.e., Developmentally Sequenced, Theme-based, and By Design) that academic advisors and career counselors could choose. Each track (shown with examples) has a unique purpose to meet the varying needs of staff.

The Developmentally Sequenced track provides training opportunities that meets the needs of staff based on the experience, knowledge, and skill. The Theme-based track provides in-depth training around a specific topic. Each theme would have a kick-off meeting that would provide information about the requirements of the recognition and provide the first training opportunity. The By Design track is most appropriate for staff who wish to have less structure in their choices of training and professional development. Campus -wide seminars and workshops would identify in their descriptions the appropriate audience and track.

Each workshop would be assigned its appropriate track(s), level, and core competencies.

Case studies, interactive role playing, and demonstration should be the primary methods used in each training.

Draft **Proposed Program**



Coordinating Committee

T&PD program for academic advisors and career counselors would be coordinated by a coordinating committee.

This committee would be charged with the following tasks:

- Develop and maintain the program
- Develop hopeful outcomes of the program
- Assess effectiveness of program
- Offer support to facilitators
- Consider developing an assessment instrument for individual core competencies
- Determine training needs by consulting with key stakeholders
- Work with various experts on campus to help with training
- Coordinate development and maintenance of technology
- Possibly coordinate leadership development, mentoring, job shadowing, and incentives and rewards



Coordinating Committee (continued)

T&PD program for academic advisors and career counselors would be coordinated by a coordinating committee.

This committee would be charged with the following tasks:

- Determine policy issues, make recommendations, and work with appropriate stakeholders to resolve issues related to training and professional development
- Present and/or publish program information to internal and external audiences
- other

Note: Because of the important charge and potential outcomes of this project development group, membership should have a large representation of staff from diverse backgrounds and units.



Coordinating Committee (continued)

T&PD program for academic advisors and career counselors would be coordinated by a coordinating committee.

Membership:

Number of Members: 15-18

Members: At least one representative from each college, a board member from AAN and CDN, specialist in the Office of Equity and Diversity, and three at-large members from various student services. Members may wish to break into smaller topical groups. Committee should be chaired by a representative from each of the following: Office of Undergraduate Education, Office for Student Affairs, and College/Unit

Length of Appointment: At start-up, half of the group will be brought on for one-year terms, while the other half will be expected to participate for a two-year term. On-going beginning in 2010, all new members will rotate onto the project development group for full 2-year terms.

Members should have a strong interest in developing a campus wide program for training and professional development of student services staff. Although experience, skill, and knowledge in training would be beneficial, potential members who wish to learn and are committed to the development of staff and diversity should consider this group. All potential members should have the time (2 hours per month) outside of meeting times to devote to the committee's charge and scope.



Technology

All of the training information would be housed in one place online. Ideally, it could be on its own site, which could be a centralized place to house this information.

The online "place" would include the following functions:

- Calendar of training opportunities, including current, upcoming and past
- Feature for registration of trainings
- Reminder emails about upcoming trainings (auto-generated)
- Centralized system for tracking trainings which the user has participated in, including those in different depts.
- Evaluation system and way for participants to provide feedback
- Suggestion box
- Feature allowing people to nominate presenters/trainers and speakers on a particular topic
- Clearinghouse of training information and a storage place
- Details on the training modules, with detailed descriptions and an initial assessment of who would benefit, what level the trainings



Technology (continued)

All of the training information would be housed in one place online. Ideally, it could be on its own site, which could be a centralized place to house this information.

The online "place" would include the following functions:

- List of content/subject matter experts with contact information and their areas of expertise
- List of U of M people who are connected to different organizations (like NACADA), what their role is here at the U and at that organization, and their contact information
- Webinar links
- Links to tech support
- Fields found on standard websites, such as "About" and "Contacts"



Technology (continued)

All of the training information would be housed in one place online. Ideally, it could be on its own site, which could be a centralized place to house this information.

URL: http://www1.umn.edu/ugportal/training/

Mock-up Of Example Website:





Proposed Purposeful Planning: Coordination Model

Benefits: provides baseline T&PD around competencies, uses resources effectively, supports best practices, and builds capacity for the program to flourish.

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Committee		-	Retreat		Series		Seri	ies		Tate		
Colleges										0	RN	
AAN/CDN						No Cl	hange					
All Other						No Cl	hange					

Committee: The coordinating committee could work with constituents to determine a common topic/theme for the year. The theme will kick off with the retreat, be reinforced through colloquium series in fall and spring, and end with a capstone at Tate. These trainings will consider the core competencies; intersections of teaching, learning, student development, and diverse identities; and practice of academic advising and career counseling. Could be open to all student services/affairs professionals.

Colleges: Colleges in addition to the above would /could /should focus on training academic advisors and career counselors on policy, curriculum, procedures, course availability, etc. to prepare for orientation in Summer. Ideally, topics relevant across colleges would be held once and college-specific information would be held as break-out sessions. This is similar to CLA's current model for training. Committee could help organize these trainings.

AAN/CDN/Other: These workshops would not change.

 Other themes and workshops could also be offered.



Purposeful Planning (continued)

Benefits: provides baseline T&PD around competencies, uses resources effectively, supports best practices, and builds capacity for the program to flourish.

20092010	20102011	20112012
RetreatColloquium Series (x2)Tate	 Retreat Colloquium Series (x2) FYE Conference Midwest Association of Colleges and Employers (in TC) Tate 	RetreatColloquium Series (x2)NACADA Regional (in TC)Tate
 College-specific, AAN, CDN, all Others 	 College-specific, AAN, CDN, all Others 	 College-specific, AAN, CDN, all Others

Strategic Questions

- At the end of 2012, what do we want to have accomplished on a campus-wide level?
- How can we purposefully plan T&PD opportunities to reach these goals?
- Can we structure our on-campus T&PD to reach the shared vision by June 2012?



Example: Purposeful Planning (continued)

With a broad goal to achieve by June 2012, a clearly defined plan could be developed. For example:

Long Range Goal: University of Minnesota, Twin Cities, will reach its vision of academic advising and career counseling services by June 2012.

Long Range Objectives: By June 2012, obj1: X will increase by % from the 2010 measurement; obj2: Services will be recognized as exemplary practices by X and X associations; etc.

20092010					
Actions	Benchmarks	Resources Needed	Measures	Responsible Person/Group	Outcome
 Survey of student satisfaction of AA and CC services will be conducted. 	 Baseline satisfaction levels will be determined by June 2010. 	 Staff time Questionnaire from ACT 	 Questionnaire from ACT Additional amendment of questionnaire to meet unit needs Focus groups 	Standing Committee on Academic Advising and Career Counseling	• TBD at end of June 2010

etc.





kick off during retreat

Case Example (continued)

Devoted University (DU) has established a vision to be a top three university in the production and care of zebras. DU has determined that academic advising (AA) and career counseling (CC) play a significant role in helping the University reach it's vision. AA and CC then established their own vision during a very collaborative process. The vision of AA and CC is to be a global leader in holistic, developmental care of zebras by May 2012. Yearly benchmarks were developed to reach the vision.

20092010	20102011	20112012
 "Holistic, developmental care" will be defined "Global leaders" will be defined Assessment of current procedures to determine issues will be conducted Thorough plan will be written and approved by major stakeholder groups T&PD will be structured to support plan Satisfaction survey to determine zebra satisfaction will be conducted T&PD plan for 2010 and 2011 will 	Through collaboration, staffing models, resource allocation, policies and procedures, etc. will be thoroughly considered to determine issues	 Alignment and implementation occur Post-assessment of zebra satisfaction World Association for Zebras and Upkeep (WazUp) will review services to determine if DU receives the international Zebras in Unison for Progress (ZUP) award. Will be recognized in at least two national journals Will be recognized as an exemplary program through various associations.



Core Competencies

Members of the Standing Committee on Academic Advising and Career Counseling are developing core competencies for staff. Assessment and training around these core competencies can be coordinated by the coordinating committee for training and professional development.



Sustainable Funding

Shared Responsibility: Central Administration, College and Unit, and Staff

Suggested Roles and Responsibilities: Central Administration

- Continue Retreat
- Colloquium Series 2 x per year (bringing faculty and staff together around a common theme related to teaching, learning, student development, and diversity/multiculturalism)
- Continue Tate
- Provide funding to create or coordinate training and professional development
- Offer coordinating support as needed for cross-campus training before summer Orientation
- Negotiate membership and conference fees
- Buy or support existing technology and on-going maintenance and improvements for a centralized website and online tool to support T&PD
- Inform decisions based on knowledge and evidence
- Work to reach the shared vision



Sustainable Funding

Shared Responsibility: Central Administration, College and Unit, and Staff

Suggested Roles and Responsibilities: College and Unit

- Allocate consistent funding for regional and national conferences
- Provide internal training that contribute to the needs of the college
- Hold staff accountable to recommended baseline percentage of overall responsibilities to T&PD if proposed option is implemented
- Offer cross-campus training before summer Orientation
- Inform decisions based on knowledge and evidence
- Work to reach the shared vision.



Sustainable Funding

Shared Responsibility: Central Administration, College and Unit, and Staff

Suggested Roles and Responsibilities: Staff

- Staff continues to be good stewards of resources and cut costs whenever possible and appropriate.
- Staff participates and applies knowledge and skills gained to their work
- Sharing knowledge and expertise with colleagues when appropriate
- Inform decisions based on knowledge and evidence
- Work to reach the shared vision.



Standards

Guideline: Baseline Time Devoted to T&PD

A critical issue identified through the feedback processes was the inconsistency in policies across campus on a baseline understanding of time spent for training and professional development (T&PD). Based on the feedback, some colleges had no policy on time devoted for T&PD while others had specific number of hours per week allocated. When asked how much time should be allocated, the range was 3% to 10%. Given our framework of stewardship of resources, the members of the project group felt that 10% was too high of a standard while 3% was too low.

We recommend the following:

Colleges and units should establish a baseline range of time devoted to T&PD that academic advisors and career counselors would work toward. The members of the project group recommend that the low end of the range should be above 4%, which is less than most colleges and units, to 8% (or more, given the unique needs of the individual employees).

We are recommending this as a best practice and not a mandate.

Individual academic advisors and career counselors should work with their supervisors during their annual review to develop an action plan for T&PD, which should Include the percent of time devoted to T&PD.



intention of the activity is to provide training and/or the primary intention of the staff member is to gain skill, we are proposing that the activity counts toward the guideline standard.

See Definitions.

BY THE MINUTE

Day: 19.2 minutes **Week:** 96.0 minutes **Monthly:** 363.2 minutes



Standards

Example of a Guideline of 4%.

Calculations

Number of Weeks in a Year x Number of Days in a Week:

 $52 \times 5 = 260$

Number of Potential Work Days - Number of Vacation Days + Paid Holidays:

260 - (22 + 11) = 227 (Number of Actual Work Days)

Number of Potential Work Days:

260

Number of Actual Work Days:

227

4% of the Number of Actual Work Days for T&PD:

4% x 227 = 9.08 Total Days or 72.64 Hours



intention of the activity is to provide training and/or the primary intention of the staff member is to gain skill, we are proposing that the activity counts toward the guideline standard.

See Definitions.

BY THE MINUTE

Day: 19.2 minutes
Week: 96.0 minutes

Monthly: 363.2 minutes



Case: Standard of 4% Alex A. Advisor

Activity	Number of Days
Prepare and Facilitate Training for Staff:	2
AAN/CDN Monthly T&PD:	1.05
Retreat:	1
Tate:	1
College Training for Orientation:	1
Colloquium Series/Regional and/or National Conference/Professional Readings/Other Opportunities:	3.03
Total Days Per Year for T&PD at 4% of Total Job:	9.08



intention of the activity is to provide training and/or the primary intention of the staff member is to gain skill, we are proposing that the activity counts toward the guideline standard.

See Definitions.

BY THE MINUTE

Day: 19.2 minutes
Week: 96.0 minutes
Monthly: 363.2 minutes



Proposed Standards

Issue were identified through feedback loops and significantly impact T&PD.

Issue	Recommended Solutions
Time spent on T&PD of individual Staff varies across colleges and units	Establish a consistent, baseline percentage of T&PD in overall responsibilities of Staff. Recommending 4%.
Recognition and incentives for T&PD vary across colleges and units	Evaluate current recognition programs.
Baseline performance competencies vary across colleges and units	Develop baseline competencies through a collaborative process. Standing Committee currently developing draft statements.
Resources for developing and coordinating T&PD vary across colleges and units	Provide funding to create or coordinate training and professional development.
Resources allocated to individual Staff for off- campus T&PD vary across colleges and units	Colleges allocate sufficient resources to staff to attend at least one regional conference. Central negotiates membership and conference fees
Communication and coordination of T&PD opportunities vary across colleges and units	Staff time is allocated to develop and implement the Coordinating Committee on Training and Professional Development, charged to develop and implement a training website, facilitate communication, recruit and assist facilitators, and much more
Inconsistent baseline understanding of academic advising and career counseling exists	Develop definitions of academic advising and career counseling through collaborative process. Standing committee currently finalizing draft statements.

Frequently Asked Questions

Below are common questions asked during the feedback process

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What is central administration's role in the program being proposed?	Although roles are still being discussed, central administration would provide technology support; funds for the Retreat, colloquium series, Tate, and other T&PD opportunities, and support for the coordinating committee as needed.
Why is there a baseline standard of time for T&PD being proposed?	Based on the feedback loops conducted throughout the past year, the members of the T&PD group are fearful that staff will not participate to the extent that is needed now and in the future without a strong expectation that is consistent across campus. Having an agreed upon percentage will also create a culture of professional development.
What if a campus-wide agreement cannot be reached? Will the program for T&PD still be developed for those who want to participate?	The members of the T&PD group have worked diligently for the past year on this project through numerous feedback loops with the colleges and other units. Based on feedback from some representatives from colleges, the T&PD group has decided to cautiously move forward with some aspects of the program. The members see much merit in the program, and are ambitious to move ahead full-force once some issues addressed in the feedback process are resolved.
What are the benefits of the program compared to current practices in T&PD?	This program will provide more campus-wide structure to help support (and even expand) many current initiatives; offer incentives, recognition, and rewards for participation; raise awareness of opportunities; and swiftly respond to training needs of the University.
Will the program impose on the supervisor and employee relationship?	Absolutely not. In fact, we hope that the program can help the supervisor and employee work closely together to develop T&PD plans much more easily than in the past.
What is the T&PD group suggesting to count toward the four percent of time for T&PD?	If the intention of the activity is to provide training and/or the primary intention of the staff member is to gain skill, we are proposing that the activity counts toward the baseline standard.
Who would determine the curriculum in the developmental and theme tracks, retreat, and colloquium series? Who would determine topics and themes?	Although roles are still being discussed, the T&PD coordinating committee and/or the Standing Committee on Academic Advising and Career Counseling would play a significant role. Note: this would not change any training that AAN or CDN or colleges or units currently do.
What if a college or unit doesn't want to participate?	Units and colleges would determine their level of involvement. The coordinating committee could have a menu of options to help support the facilitator with her/his workshop(s).
How will the members be selected for the coordinating committee?	Coordinating committee would be made up of members from across colleges and units and half of the membership would rotate every two years. See page 30 for more details
four percent of time for T&PD? Who would determine the curriculum in the developmental and theme tracks, retreat, and colloquium series? Who would determine topics and themes? What if a college or unit doesn't want to participate? How will the members be selected for the coordinating	Although roles are still being discussed, the T&PD coordinating committee and/or the Standing Committee on Academic Advising and Career Counseling would play a significant role. Note: this would not change any training that AAN or CDN or colleges or units currently do. Units and colleges would determine their level of involvement. The coordinating committee could have a menu of options to help support the facilitator with her/his workshop(s). Coordinating committee would be made up of members from across colleges and units and half of the

Next Steps of the T&PD Project Group

Depending on the outcome of each step below, the T&PD Project Group will move cautiously forward:

- Submit final proposal and recommendations to the Associate Vice Provost.
- Work slowly on T&PD website and other aspects of the proposal.
- 8. Close the T&PD Project Group after a response from the Associate Vice Provost.

