

Merit and P&S Staff Professional Development Suite
Action Item to Enhance Climate- Spring 2019

The issue of professional development needs and wants are shown very clearly and consistently among climate survey respondents, especially for those of Professional & Scientific (P&S) and Merit staff. Specific issues raised included limited opportunities to advance and limited opportunities for tailored and customized professional development. For example, whereas 71% of staff respondents said that ISU provided some professional development opportunities, only 39% said they felt positive about their career opportunities at ISU, and only 22% said that clear procedures exist on how to advance. For those respondents who indicated they had seriously considered leaving ISU in the past year, 49% indicated that limited opportunity to advance was a key contributor to this, and 32% indicated it was inability to effect change. These findings were echoed in a number of other surveys and committee reports including the 2002 and the 2014 Status of Women Reports, the 2008-2018 Ombuds Reports, 1996-2018 Professional and Scientific Council stated priorities and 2016-2018 Professional & Scientific Council conference surveys.

A very important theme, one that was both mentioned explicitly and which underlies many of the above issues, concerns the role of supervisors/managers. Although 76% percent of staff respondents indicated their supervisors are good at providing support (the results on this question were less positive for supervisors than peers; that is, staff see their peers as being more supportive in this regard than their supervisors). Moreover, tension with supervisor/manager was listed as a reason for leaving in 31% of the respondents who indicated they had seriously considered leaving ISU in the last year. Some staff respondents also indicated that some voices are more valued than others, with only 36% of respondents agreeing that policies were fairly applied across ISU. This concern implicates the supervisors as well. Research suggests that supervisors are the most important determinant of employee engagement, growth and development, and retention.

A committee of P&S, merit staff, and faculty members have been working since the summer of 2018 on an explicit agenda for advancing the professional development of ISU's merit and P&S staff. A portfolio of offerings has been prepared to address both the above noted desire of staff for tailored professional development opportunities for themselves, as well as the need for improvements in the enactment of supervisory roles on campus.

This professional development portfolio will include university-sponsored leadership development opportunities, other professional development opportunities, and consistent training and education for all levels of staff employees tailored to staff members' interests and career/professional goals. It was clear to the committee that the staff were asking Iowa State University to be a partner in their personal and professional growth.

While the committee does not anticipate an immediate change in culture as a result of this portfolio, we do hope to overcome the belief that employees ask for change, but nothing changes. The impact of this recommendation has the potential to be multifold: career development, greater standardization and awareness of professional expectations and accountability, preparation for future leaders, more consistency in performance management, and promoting the Iowa State University Principles of Community. We also believe that this programming will help P&S and Merit staff will feel more empowered and in charge of their careers.

Committee Recommendation:

Following a review of the Campus Climate Survey, the committee analyzed results of other campus surveys and committee reports to identify any recurring themes. What emerged was the need for robust, consistent, and customizable professional and leadership development opportunities for staff. In response, the committee identified thematic areas that represent Leadership Development, Operationalizing Leadership, Personal Development and Professional Development.

<p><u>Leadership Development</u> Primarily for those with, or who aspire to, formal leadership or supervisory roles. Courses in this program target the essential challenges of being a leader in both theoretical and practical ways</p> <p><u>Recommended Initial Offerings</u></p> <ul style="list-style-type: none"> ▪ Transformational Leadership ▪ Building Inclusive Workplaces ▪ Finding Your Leadership Style and Leading a Complex Organization <p><u>Recommended Future Courses</u></p> <ul style="list-style-type: none"> ▪ Leading in Crisis ▪ Partnerships and Collaborative Solutions ▪ Leading Up ▪ Identifying and Responding to Discrimination 	<p><u>Operationalizing Leadership</u> Primarily for those moving into or who are relatively new to supervisory positions. Courses in this program target the basics of important operational competencies in supervisory roles</p> <p><u>Recommended Initial Offerings</u></p> <ul style="list-style-type: none"> ▪ Introduction to the Role of Professional Administrator ▪ Best Practices in Performance Management ▪ Retaining Our Staff of Color: Creating a Positive Climate for All <p><u>Recommended Future Courses</u></p> <ul style="list-style-type: none"> ▪ Setting Up Our New Staff for Success ▪ Managing Financial Resources ▪ Handling Disputes and Conflict ▪ Press and Media Literacy ▪ Data-Informed Decision-Making ▪ Managing Change ▪ What is Workplace Bullying? ▪ Appropriate Resource Referral 	<p><u>Personal Development</u> Relevant for all staff. Courses in this program are geared toward the staff member as an individual and target personal needs and interests that go beyond a workplace setting</p> <p><u>Recommended Initial Offerings</u></p> <ul style="list-style-type: none"> ▪ Handling Difficult Situations ▪ Launching Your Professional Career ▪ Documenting Your Productivity <p><u>Recommended Future Courses</u></p> <ul style="list-style-type: none"> ▪ Learn in, Lean In ▪ Managing Work/Life Balance ▪ Managing Financial Resources ▪ Advancing Your Career ▪ Communicating and Negotiating 	<p><u>Professional Development</u> Relevant for all staff. Courses in this program target the professional challenges and opportunities employees are likely to encounter in the workplace</p> <p><u>Recommended Initial Offerings</u></p> <ul style="list-style-type: none"> ▪ Managing Up ▪ Understanding Workplace Bullying - Strategies for Intervention ▪ Customer Service Skills Training <p><u>Recommended Future Courses</u></p> <ul style="list-style-type: none"> ▪ Performance Documentation - Keeping a Work Diary ▪ Resumes/Job Applications – Best Practices in Today’s Job Market ▪ Success Strategies for Difficulties in the Workplace ▪ Conflict Resolution Skills
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Guiding Questions for the Workgroup:

Ways in which the initiative differs from what is currently available?

This proposed program expands on the existing programming offered by Iowa State University and offers employees additional opportunities for not only professional development, but personal development as well. The existing university programming includes face-to-face professional development courses offered through UHR Learning and Development and access to Lynda.com. The courses currently offered by UHR Learning and Development include: 1) 12+ Supervisory Leadership Series, 2) Energize your Leadership Process, 3) Leadership at Any Level, and 4) Understanding, Handling, and Championing Change and are offered periodically through UHR by Krisdeena Jansen, the Learning and Development Consultant.

Of note, not all employees work “standard business hours” and may not have access to computers in their regular routines. Because they may not be able to spend time while at work on professional development, the committee recommends special consideration be given to content delivery systems that support a broad array of work schedules and types. This proposed program increases the breadth and depth of opportunities for personal and professional development of Iowa State University P&S and Merit Employees. The focus on personal development of employees will be something new for Iowa State University and will provide employees with regular opportunities to better themselves. We hope this will not only increase employee engagement, but increase the advancement opportunities for our existing employees as well.

Who will this benefit?

Merit and P&S staff who are interested in professional development opportunities. It will also benefit their supervisors/managers, given that many of these sessions will focus on being effective and supportive in supervisory/managerial roles specifically.

Who will this NOT benefit?

Staff who are singularly focused on linear advancement within their own department may benefit less from this proposal. The committee believes strongly that a broader view of development is necessary (and that is what the above portfolio approach is based on) because advancement opportunities that realistically exist in the University may not always be linear or within one’s current department/area.

How will doing this change the culture of ISU?

With good marketing and intentionally putting newly-hired employees together with this resource, this could change individuals’ experiences at ISU. We also hope to overcome the commonly-held belief that employees are consistently asked how to improve the organization, but nothing changes. Staff will gain skills that help them to accomplish their personal and professional goals. Staff will also gain additional insight to help them think about issues from a diversity and inclusion perspective and understand how doing so makes them better employees.

When asked, “this sounds *top down*: Why didn’t you ask us?”

As previously stated, in advance of proposing this solution, the committee looked extensively at data to support (or refute) the campus climate survey findings. Research supports the value of professional development opportunities like the ones we are proposing for addressing the key issues that have surfaced in the surveys and reports. We believed it would be an inefficient use of time to gather additional data as opposed to using that time to put together a proposed developmental portfolio that could be implemented sooner rather than later. While these opportunities are not intended to resolve all the professional development needs staff have, they are intended to be rich and impactful. The proposed portfolio is only step one. There will be on-going opportunities for refinement and feedback on these opportunities as it unfolds post-implementation.

Next Steps & Recommendations

Recognizing that University Human Resources (UHR) will lead coordination and administration of leadership and professional development, the committee recommends that UHR work closely with the campus partners listed below to fulfill these development needs.

- Campus Wellbeing Leadership Alliance
- Faculty and Staff Associations
- Professional & Scientific Council Executive Committee/Professional Development Committee
- Vice President for Diversity and Inclusion Council

Timeline

Summer 2018 and Fall 2018 (Framework and Development)

- ✓ Workgroup Construction
- ✓ Establish Concept
- ✓ Determine Data-Driven Content
- ✓ Cross-Communication with Climate Survey implementation leaders
- ✓ Communication with President Wintersteen
- ✓ Identify initial content sessions

Workgroup Members

- Kristi Darr, Interim Vice President for Human Resources
- Margo Foreman, Assistant Vice President for Diversity and Inclusion and Equal Opportunity
- Sandra Gahn & Joshua Mitchell, Institutional Research
- Tera Lawson, Professional and Scientific Council
- Andrea Little/ Dianne Muncrief, University Human Resources
- Jean McMaken, AFSCME Local 96
- Nicci Port, Office of the Vice President for Diversity and Inclusion
- Deidra Schleicher, Ivy College of Business
- Reginald Stewart, Vice President for Diversity and Inclusion (Chair)
- Jacquelyn Ulmer, Ivy College of Business