Professional Development Report
Executive Summary

Presented to Dr. Clubb
By
Multicultural Excellence (MCE) Committee
October 1, 2008

ECS

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Multi-Cultural Excellence Committee
Professional Development Report
For
Employee and Campus Services

In 2004, Vice President Pat Clubb formed the Multi-Cultural Excellence Committee in an effort to fully research and make recommendations on four areas key to fostering a diverse and welcoming work environment. The four areas include: recruitment, retention, professional development, and inclusion. This is the third in a series of reports to address these areas. This report analyzes professional development in the Employee and Campus Services portfolio.

The Multi-Cultural Excellence Committee began its research on professional development in Employee and Campus Services (ECS) more than a year ago. One of the first issues which surfaced during our initial discussions was the need to agree on a definition that would distinguish "professional development" from "training." Following a number of brainstorming sessions, consulting with ECS training coordinators and the Webster's Dictionary, the committee agreed on the following definitions for training and professional development:

> Training - focuses on specific job knowledge and skills that are to be applied in the short term. It is a planned effort to facilitate the learning of job-related competencies.

> Professional Development – focuses on broad knowledge and insights that may be required for adaptation to environmental demands in the future. It is the formal educational job experiences and background that prepares employees for future jobs. The focus is on future jobs and preparation for change. The skills developed are to be more generally applied.

Next, we discussed how professional development relates to staff diversity because the committee's purpose is to make recommendations that improve and support diversity within the ECS portfolio. During these discussions, many questions and concerns were raised including:

- Is the university (and more specifically ECS) helping minority employees in their career development? A report generated in February 2007 (Attachment 1) suggests, ECS is low in minority representation in positions and/or titles of manager and above (bottom ranks are more diverse than top ranks). The report was generated to capture demographics for ECS employees in managerial and higher positions in terms of age, gender and ethnicity. The results of these data were somewhat surprising. The typical profile for staff occupying the title of manager and above is a white male between the ages of 46 and 60 (73% males and 27% females). In terms of ethnicity, 81% are White, 13% Hispanic, 3% Black and 3% Other.

- Is most of the training encouraged by the departments significant and directly related to the employee's *current* job responsibilities? While *training promotes excellence in an individual's current job, professional development is necessary for career growth.*
- Do we provide professional development opportunities across the board within ECS? This was important to ask given the February 2007 report. If ECS currently has low representation among minorities in positions and/or titles of manager and above, but is very diverse in representation throughout the rest of the organization, then there is value in providing professional development as it relates to succession planning.
- Do we need to improve professional development opportunities across the portfolio and to all levels of staff?

The committee invited a number of portfolio professionals involved in either professional development or training to share their knowledge of current practices in ECS. Jeannie Weaver, Director-HRS, Julien Carter, AVP-HRS, John Moore, Director-HRS, Bo Lawrence, Safety Coordinator-Utilities, Jennifer Heath, Manager-Facilities Services, and Donna Budge, Assistant Director-Facilities Services, all presented to the committee how each perceived professional development is handled, coordinated and discussed through HRS and at the department level.

The committee wanted to learn: 1) Do departments set aside budgets for professional development and, if so, how much do they spend per year? 2) Do employees have access to external and/or internal training? 3) Does job area and job level determine whether an employee receives training and/or professional development?

In sum, the committee reviewed databases such as TXClass but was not able to identify existing data that addressed professional development as it relates to diversity. Therefore, the committee decided to survey ECS departments and to ask administrators how they see professional development in terms of their employees. In order to assess these areas, interviews were conducted by members of the MCE. The committee prepared a survey instrument (Attachment 2) and consulted with HRS management on its content. Approval of the survey was obtained from Dr. Clubb on August 2007. The committee began conducting interviews in September 2007. Below are our findings: 1) Do departments set aside budgets for professional development and how much do they spend?

1. There is no centralized budget database for tracking, training and professional development outside of TXClass: Object code #1275 is being used for coding the majority of external training and professional development opportunities. However, departments are inconsistent when accounting for training/travel/professional development. Therefore, determining how much money is being invested in external professional development offerings as compared to university training is difficult.

The committee generated a report based on a four-year history (04-05 - 07-08) for VPECS units for object code #1275 (Attachment 3). This object code includes: Conference registration, registration fee-training, registration-workshop and training-employee. There were 27 units listed, $354.5K spent in 04-05, $420.5K spent in 05-06, $423k spent in 06-07 and $364.3k spent in 07-08.

2. Do employees have access to external and/or internal training?
- Based on the limited data available, it appears that university classes (e.g., TXClasses, Professional Development Center) provide the bulk of training/professional development. A listing of TXClass offerings is attached (Attachment 4).
- Larger more technical/trade focused units seem to have formalized training programs (e.g., Facilities Services, Utilities, UTPD, EHS, and PTS).
- In summer 2006, HRS began a pilot Leadership Development Program within ECS. Since then over 100 employees from various levels and departments from the ECS portfolio have been involved in the program. Through surveys, semi-structured interviews of participants, coaches and mentors, preliminary results show that the program has made a significant impact on participant's professional growth.

3. Does job area and job level determine whether employee receives training and/or professional development?
   The Object Code #1275 report (the only budgetary database report we could generate) does not show the level of employees receiving training, does not distinguish whether dollars are spent on professional development or training, and does not indicate whether the training received is from internal or external sources to university training/professional development efforts.

Professional Development Observations and Recommendations
In addition to the preliminary research information gathered and the quantitative data provided by the survey (Attachment 2), the committee found that there were shared anecdotal observations worth noting and considering in making our recommendations. What follows is a summary based on our research, survey data and anecdotes provided during the interview.

Observations
1. While the majority of those interviewed for the survey communicated distinct definitions for training vs. professional development, they referred to training and professional development interchangeably when asked further questions. This was especially true in areas where a clear career path exists and certifications are required for maintaining one's certification or for job advancement. While those areas with clear career paths do a better job of promoting what is needed for advancement, the committee's concern (based on anecdotes) in these interviews was that the emphasis appears to be on developing hard vs. soft skills with regard to professional development.

In short, 90 percent of the respondents reported recommending someone for professional development (See question 3) but many of the examples they gave were more along the lines of "training" in the committee members' view.

2. There is no formal, ECS portfolio process for recommending professional development (See responses to question 4). Without a common process, there could be a misperception regarding the degree to which professional development is available to all levels of staff in the organization.

3. The budgets for the departments do not distinguish between training and professional development. Lower and middle managers, who do not control line items in the budget, do not know what amounts of resources are available to them and their employees; and management does not know how much they spend on training vs. professional development.

Recommendations
1. Raise awareness of managers and supervisors of the difference in between training and professional development as it relates to their organizations.
2. Incorporate an employee professional development objective to manager's and supervisor's annual performance evaluation. Including a professional development discussion in the manager's and supervisor's evaluation sets the expectation that professional development should be part of a "goal's" discussion with *every* staff member.
3. Develop a formal process for recommending staff for professional development and execute meaningful promotion of the process to all staff levels
4. Include a line item in each budget enabling the managers to understand available funding and keep track of expenses and utilization of professional development opportunities.
5. Ensure that each director receives a proportional allotment of money, based upon number of personnel to spend on professional development opportunities
6. Determine strategies for measuring the results of these recommendations.
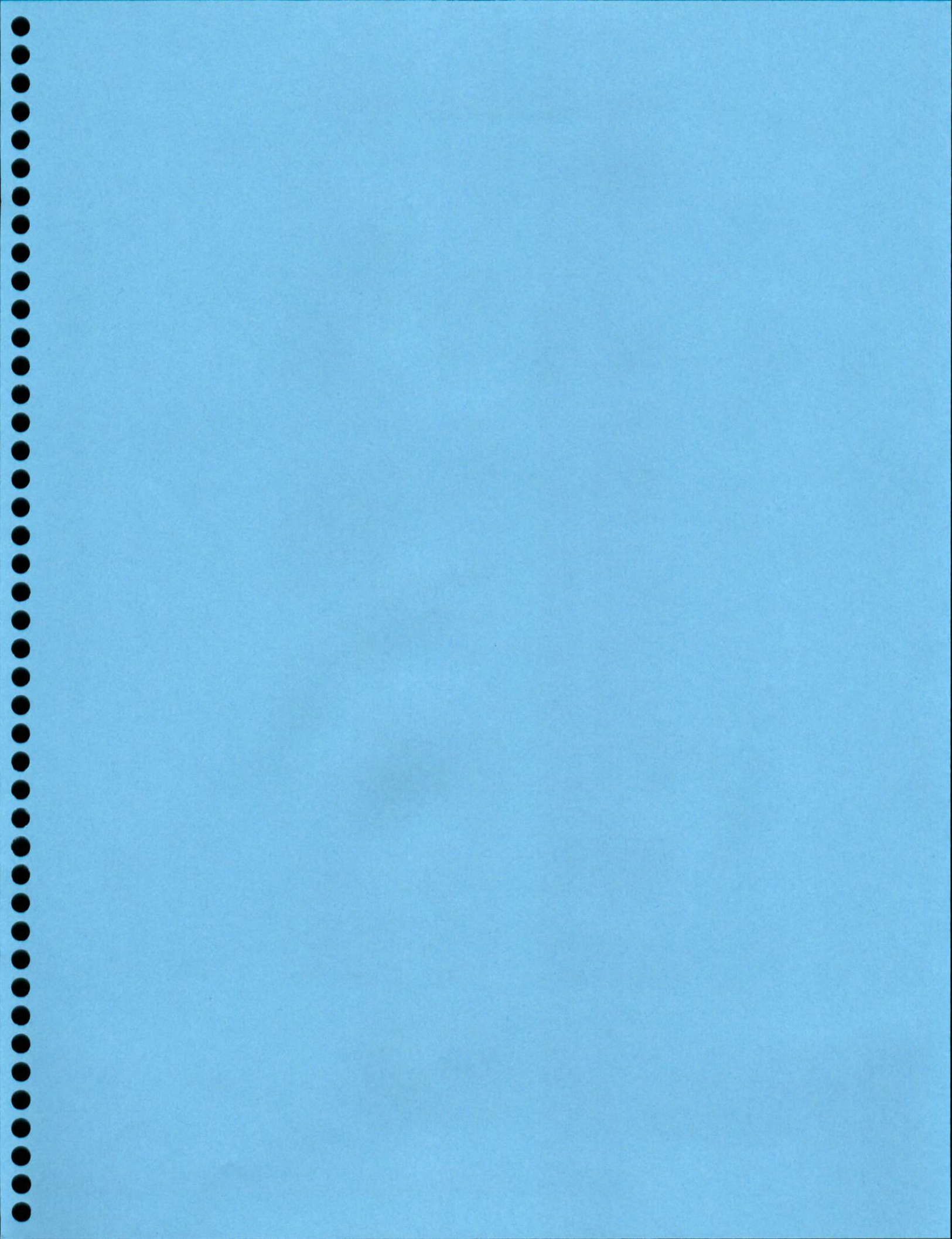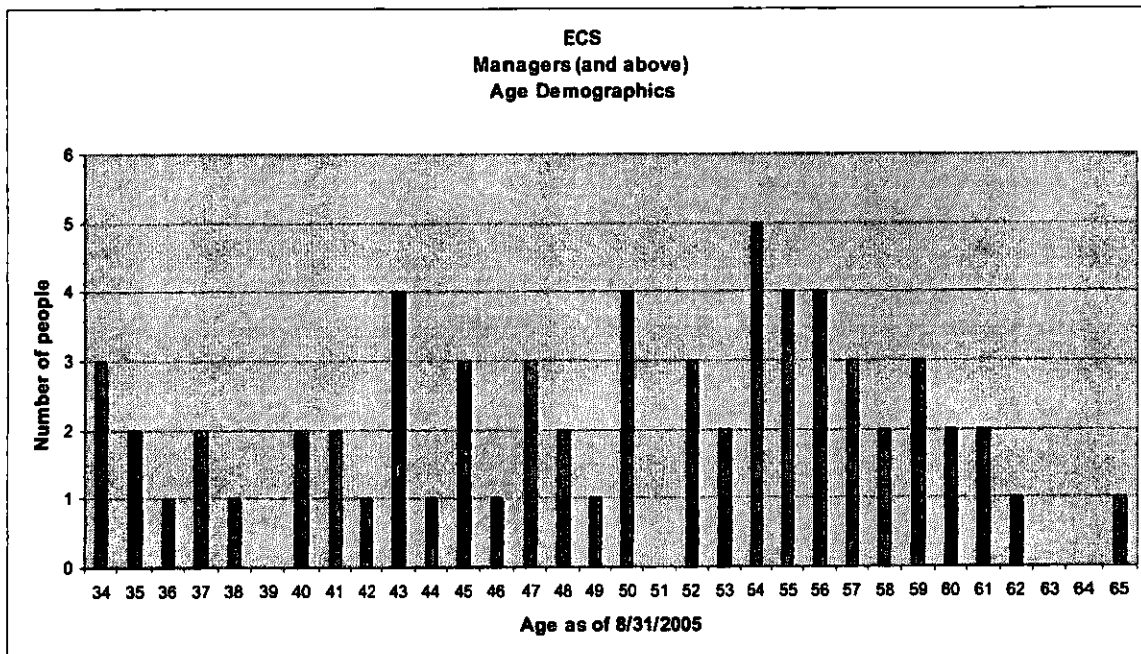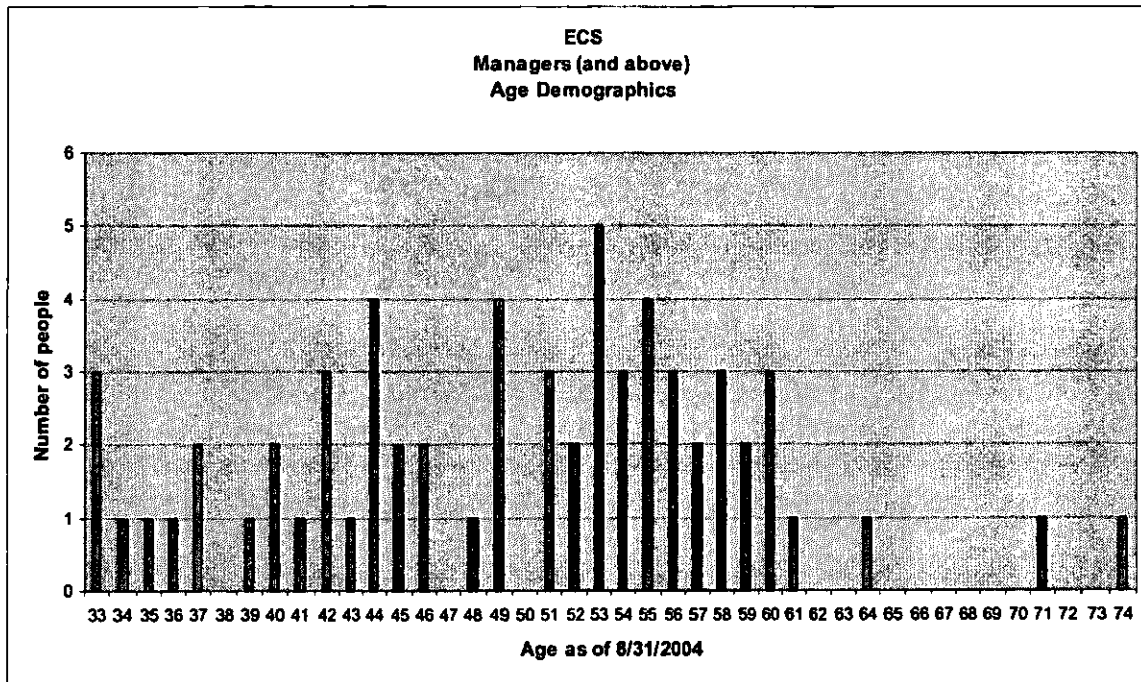
Professional Development Report
Attachments

Attachment 1   February 2007, ECS Demographics Report

Attachment 2   Professional Development Survey Results

Attachment 3   Object Code #1275 Report

Attachment 4   TXClass Offerings

ECS

AGE

ECS
Managers (and above)
Age Demographics

Age as of 8/31/2004

ECS
Managers (and above)
Age Demographics

Age as of 8/31/2005

ECS
Managers (and above)
Age Demographics

GENDER

ECS
Managers (and above)
Gender Demographics

ECS
Managers (and above)
Gender Demographics

Men
42
65%

2005

ECS
Managers (and above)
Gender Demographics

Men
50
71%

2006

ECS
Managers (and above)
Ethnicity Demographics

ASIAN OR
PACIFIC
ISLANDER
1
2%

HISPANIC
7
11%

BLACK, NON-
HISPANIC
4
6%

AMERICAN
INDIAN, OR
ALASKAN
NATIVE
0
0%

WHITE, NON-
HISPANIC
52
81%

2004

2005

ECS
Managers (and above)
Ethnicity Demographics

ASIAN OR
PACIFIC
ISLANDER
1
2%

HISPANIC
8
12%

BLACK, NON-
HISPANIC
5
8%

AMERICAN
INDIAN, OR
ALASKAN
NATIVE
0
0%

WHITE, NON-
HISPANIC
51
78%

ECS
Managers (and above)
Ethnicity Demographics

2006

HISPANIC
11
13%

ASIAN OR
PACIFIC
ISLANDER
3
4%

BLACK, NON-
HISPANIC
6
7%

AMERICAN
INDIAN, OR
ALASKAN
NATIVE
0
0%

WHITE, NON-
HISPANIC
63
76%

This report summarizes the results of a survey designed to assess employee professional development practices in the Employee and Campus Services portfolio. The survey instrument included questions about current programs and practices, budgets, and sources of curriculum.

For the purposes of the survey, the following definitions were applied to training and professional development:

Training focuses on specific job knowledge and skills that are to be applied in the short run. It is a planned effort to facilitate learning of job-related competencies. It is mainly required on University time.

Professional Development focuses on broad knowledge and insights that may be required for adaptation to environmental demands in the future. These are the formal education, job experiences, and background that prepare employees for future jobs. Again, the focus is on future jobs and preparation for change. The skills developed are to be more generally applied.

The survey includes questions that fall into three sections: 1) Manager/supervisor encouraging professional development; 2) Budget questions; and, 3) Individuals who request professional development. Information was compiled from 67 completed surveys. The committee did not go as deep into management structure of the 17 units as it has in previous MCE surveys so the number of respondents is lower. Below, responses are summarized based on each question. The committee also has taken the liberty of highlighting some of the results.

Manager encouraging professional development:
1) Are you currently in a position that is responsible for encouraging and/or providing Professional Development to your department?

Yes: 67   No: 0

2) How do you define Professional Development versus Staff Training?
- Majority of respondents saw and defined the distinction between professional development and training.
- Two knew there is a difference in definitions, but could not define them
- Two responded there is no difference
- Less than a dozen said there is a "blur in the lines between the two"

3) During your tenure with the University, have you recommended a staff member to receive Professional Development? If so, why did you decide to make the recommendation?

90% of respondents have recommended professional development (60)
9% of respondents have not made this recommendation (6)
1% cannot recall recommendations beyond job-specific training (1)

Recommendation seemed to be based on two categories: 1) Employee initiative; and, 2) Management perception of need. Managers seem to recommend professional development for a variety of reasons:
- to better the department
- based on an employee's potential – their dedication to the job
- as part of an employee's development plan
- as a remedy to a deficiency
- the employee's investment in the work group
- in order for an employee to "make greater contribution by finishing their degree"
- to build a team of leaders/succession planning
- to make more well-rounded, happier employees
- based on an employee's demonstrated abilities/aptitudes beyond their current responsibilities/duties
- to better the employee by developing them to be more effective in what they're currently doing
- to make their employees more employable/valuable
- to fulfill a specific need for the employee and/or the department
- to achieve excellence

4) What process does your department follow when recommending and/or approving staff for Professional Development?

Each department responded differently:
- Based on manager recommendation with approval, and a director must approve all requests that involve costs
- No formal process – done informally through conversations with supervisor and discussed at annual evaluation; development takes place when it is required and must be approved by the manager/director due to budgetary concerns
- Based on employee interest and two signatures are required to complete the paper work
- Once an employee expresses interest, the manager identifies relevant classes and submits request
- No set process – done on an individualized basis, when budget allows
- Submit request and check staff availability/coverage and whether training is relevant, then approve if budget allows

57% surveys mentioned budget in the approval process (38)
60% of surveys mentioned a process that requires forms and/or signatures (40)
34% of surveys described the process as informal or stated that no set guidelines were in place for professional development (23)

5) Do these processes change depending on the staff level? For example, a technician vs. a supervisor? Or Do ALL employees have an opportunity to receive professional development?

   49% surveys felt that opportunities for professional development were available to all staff (33)
   39% surveys said the process does not vary depending on staff level (26)
   22% of surveys said processes do vary between staff levels (15)
   9% of surveys did not answer the question adequately (6)

   One respondent stated that frontline workers are too important to maintaining quality customer service to pull them away for professional development. He said he's working to get everyone in his section cross-trained so scheduling frontline workers for PD won't have a negative impact on service.

6) Is the Professional Development of your staff a part of your annual performance evaluation? If so, explain.

   48% responded "yes" (32)
   51% responded "no" (34)
   1% did not respond adequately to the question (1)

   Respondents said that professional development is included under personal leadership, goals for the upcoming year, and evaluation metrics. Some surveys noted that professional development was included in their most recent evaluation; however, it did not play a critical role. Others said it was brought up through discussion only.

7) What is the source of your staff's Professional Development curriculum? For example, HRS programs, University Development Center programs, internal or other?

   The following were included in the responses:
   - Human Resources
   - Continuing education
   - In-house, cross-training, training coordinator
   - English as a Second Language
   - UT conferences

- External
- Thomas Conference Center
- Governor's Center
- Austin Community College
- "Teacher Track"
- LBJ School
- HRS programs
- Project Manager Course
- Texas Environment Health Association Conference
- Interior design organizations
- Private companies
- National societies/associations
- Professional Development Center
- Employee Assistance Program
- APPA – Leadership in Educational Facilities
- Central Association of Physical Plant Administrators
- Texas Association of Physical Plant Administrators
- International Association for Business Communications
- Society for College and University Planning
- Leadership training
- Computer
- Mail
- "Everywhere" or "all"

8) On a scale of 1-5, with 5 being highly involved and 1 being little or no involvement, to what degree is your immediate supervisor involved in the Professional Development of your staff?

> 15% answered '1' (10)
> 9% answered '2' (5)
> 21% answered '3' (14)
> 46% answered '4' (31)
> 10% answered '5' (7)

9) What would you say are three things your department could do to encourage and/or improve Professional Development for your staff?

The following were included in the responses:
- Department being more open and encouraging
- Focus on technical training (2)
- More opportunities (5)
- Standardized budget (11)
- Expand beyond technical training
- Expand leadership training
- Discuss in personal evaluation, supervisor's evaluation and set goals (17)

- Review what's available through human resources and external outlets (2)
- Understand your client, i.e. take courses in communication/writing, to better business
- Standard policy in writing, more formal (4)
- Internal communication between managers, streamlined communication (6)
- Regular topic in team discussions to raise awareness (5)
- Tell employee how much he/she is allowed annually for PD (2)
- More in-house training
- Bring trainers to us rather than sending team out, more cost-efficient
- Promote hosting event to stretch dollars
- Involving first line supervisors and assistant directors to evaluate courses and training objectives
- Include professional development as a long-term goal in strategic planning
- Provide recognition for completed courses
- Allow staff more time off for PD
- Provide career ladder (5)
- Career development mentoring
- Support of upper management
- Monitor the numbers, measure training, or track budget (3)
- Offer classes in the evening
- Develop core curriculum (2)
- Give employees more examples of professional development
- Encourage departments to spend the money allocated to professional development
- More money for travel expenses (4)
- Mandate 20 hours professional development

One survey that included responses from 12 individuals said all those interviewed felt professional development was done well in their department and that opportunities were plentiful.

Budget:

10) Does your department have a specific budget for professional development?

42% responded "yes" (28)
52% responded "no" (35)
6% responded "don't know" (4)

11) If yes, how much do you spend annually on professional development?

61% responded with a number or estimate amount (17)
39% responded "I don't know" or "not sure" (11)

There were various amounts mentioned throughout the surveys. The following numbers were given by respondents:

      $50,000
      $41,000 to $42,000
      $25,000
      $20,864
      $10,000
      $5,500
      $3,000 to $5,000
      $3,000 to $4,000

<u>Individuals requesting professional development:</u>

12) Have you ever been approached by one of your employees requesting or asking for your support to attend professional development?

91% responded "yes" (61)
9% responded "no" (6)

13) How do you exercise discretion when you receive requests for utilizing the educational benefit at UT and outside UT?

54% mentioned scheduling, flexibility, time and workload in the response (36)
34% mentioned trying to "accommodate," "honor," "support," and/or "not turning down" requests (23)
7% mentioned following policy (5)
6% said that they forward requests if it's related to the employee's work (4)
1% takes into consideration employee's performance (1)
9% didn't respond (7)
1% budget based (1)
5% no one has ever asked for it (3)

<u>Additional Comments:</u>

Two respondents were interested in seeing the results of this survey, and another felt the portfolio should evaluate professional development in terms of value to the organization and added value to the client. This respondent suggested that if there is no benefit, professional development programs should not be approved

Object Code #1275 Report

Attachment 3

VPECS 5002-000 MEASURES	2004-2005	2005-2006	2006-2007	2007-2008 YTD Sep-July 22nd
TOTAL FOR OBJECT 1275	(354,485.24)	(420,412.45)	(423,518.94)	(364,290.1

KEYWORDS FOR OBJECT CODE

CONF REGISTRATION	EMPLOYEE-TRAINING	REGISTRATION FEE-EMP
REGISTRATION FEE-TRAINING	REGISTRATION-CONFER	REGISTRATION-SEMINAR
REGISTRATION-WORKSHOP	SEMINAR REGISTRATION	SEMINARS-STATE EMPL
TRAINING-EMPLOYEE	TRAVEL-REGISTRATION	WORKSHOP REGISTRATION

Expenditures	2004-2005	2005-2006	2006-2007	2007-2008 YTD
CAMPUS CLUB (6300-000)	(2,972.00)	(1,019.00)	(2,686.85)	(226.60)
CAMPUS SAFETY&SECURITY (5043-000)	·	·	·	(549.00)
EMPLOYEE ASSIST. PRGM (5190-000)	(699.00)	(2,901.00)	·	-
ENVIR HEALTH & SAFETY (5175-000)	(37,064.87)	(18,169.26)	(22,981.74)	(18,638.03)
EQUAL OPPORTUNITY SRVS (5070-000)	(2,946.50)	(2,165.00)	·	-
FACILITIES MANAGEMENT (5052-000)	(7,960.00)	(8,087.00)	(5,130.00)	(10,152.00)
FACILITIES SERVICES (4500-000)	(175,329.78)	(223,575.00)	(220,790.75)	(172,053.06)
FIRE PREVENTION SRVCS (4555-000)	·	·	(292.00)	(1,164.60)
HUMAN RESOURCE SERVICE (5060-000)	(8,286.22)	(9,648.00)	(24,065.77)	(20,356.10)
LONGHORN AQUATICS (2740-000)	(70.00)	(308.00)	(663.00)	(1,000.90)
MCC BUILDING ADMIN (5075-000)	·	·	·	-
PARKING/TRANSPORT SVCS (4551-000)	(8,498.65)	(12,951.01)	(15,497.27)	(22,559.79)
PMCS-REPAIR & REHAB (4511-000)	·	·	·	-
PRC COMMONS BLDG (6100-000)	(1,624.00)	(4,593.00)	(1,046.00)	(697.50)
TECH RESOURCES FOR ECS (5054-000)	(37,901.27)	(52,112.83)	(25,284.00)	(21,679.99)
TEXAS SWIM CENTER (2730-000)	·	(2,733.00)	(2,262.00)	(2,000.00)
TRAVEL MNGMT SERVICS (6180-000)	(1,580.00)	(2,760.00)	(1,877.50)	(2,870.00)
U. T. PRINTING DIV (6135-000)	(791.25)	(3,424.00)	(2,814.00)	(2,333.00)
UNIV POLICE DEPT (4660-000)	(12,121.00)	(14,452.00)	(19,783.50)	(15,182.00)
UNIVERSITY SERVICES (6120-000)	(769.00)	(2,937.00)	(4,293.00)	(4,729.00)
UT CDC (5016-000)	(3,378.60)	(5,234.26)	(4,369.83)	(4,133.28)
UTILITIES & ENERGY MGT (4560-000)	(48,331.60)	(48,322.09)	(58,079.26)	(51,098.84)
VP-EMPL & CAMPUS SRVS (5002-000)	(3,216.50)	(4,396.00)	(7,538.47)	(10,084.00)
VPECS-COMMUNICATIONS (6330-000)	(945.00)	(625.00)	(2,989.00)	(2,545.00)
VPECS-MARTINEZ (5044-000)	·	·	·	-
VPECS-PLANT FUNDS (36) (4550-000)	·	·	·	-
PROJ MGMT/CONST SRVS (4510-000)	·	·	(1,075.00)	(237.50)
VP-EMPL & CAMPUS SRVS (5002-000)	(354,485.24)	(420,412.45)	(423,518.94)	(364,290.19)

Courses offered through the TXClass system are primarily focused on providing University of Texas at Austin employees the tools they need to do their work at the University. Moreover, their orientation typically tends to be around the systems, policies and procedures unique to The University of Texas at Austin. However, there are a number of Management and Performance focused classes that overlap with professional development. These classes are presented by members of the Human Resource Services department. Some of the offerings include:

Managing@ UT Program (Program ended in July 2008)
This 3-day program provides a comprehensive overview of employment law, HR policies and procedures and best management practice. Participants learn how to apply their knowledge and improve their competencies through interactive exercises, group activities, UT-focused case studies and self-assessments. They have opportunities to practice personal and interpersonal skills involved in day-to-day workplace communications, team-building, coaching and leadership. Topics include Creating a Great Place to Work; The Inclusive Workplace; Power Hiring; Getting Employees Started Right; Retaining and Recognizing Employees; Managing People and Performance; Managing Compensation, Leave Benefits, and Worker's Compensation; Health and Safety; and Responding to Distress and Disruption in the Workplace. In addition to learning program content, participants will also have the opportunity to meet HR staff and network with managers from other areas of the University. Note: Participants cannot register electronically since supervisory approval/signature is required. Go to the registration form to determine your eligibility and register.

Conflict 101 for Employees FOR NON-SUPERVISORS ONLY
We all find ourselves in conflict at one time or another. Conflict 101 will be an interactive exploration of conflict and will include identifying types of conflict, why people get in conflict, and how people respond to conflict. Presenter: Tracy Tarver, Dispute Resolution Officer, Employee Management Services

Conflict 101 for Supervisors FOR SUPERVISORS ONLY
We all find ourselves in conflict at one time or another. Conflict 101 will be an interactive exploration of conflict and will include identifying types of conflict, why people get in conflict, and how people respond to conflict. Presenter: Tracy Tarver, Dispute Resolution Officer, Employee Management Services

Resolving Conflict: Interest-based Problem Solving for Supervisors
FOR SUPERVISORS ONLY
This program is an overview of interest-based problem solving and will focus on positions and interests and a model for problem solving. Presenter: Tracy Tarver, Dispute Resolution Officer, Employee Management Services

Emotional Intelligence at Work
Author Daniel Golman's theory of Emotional Intelligence is made up of four core competency areas: self-knowledge, self-regulation, motivation and interpersonal skills. Positive interpersonal relationships and career success have been shown to be related to the application of emotional intelligence. This workshop will cover the four competencies and provide strategies for implementing them on a personal level with the goal of increasing your level of emotional intelligence at work and in life. Presenter: Monica Scamardo, Psy.D., Psychologist, Employee Assistance Program

Performance Management Plus - Overview for Supervisors
Are you interested in a Performance Management system built on communication, accountability, commitment, and results? Are you searching for best practices when setting expectations, coaching for improved performance, developing employees, and rewarding superior performance? This overview is intended for supervisors and managers who are interested in learning more about the University's Performance Management Plus (PMP) system. Presenter: Matthew Lockard, Sr. Human Resources Rep, Employee & Management Services

Resolving Conflict: Interest-based Problem Solving for Supervisors
FOR SUPERVISORS ONLY
This program is an overview of interest-based problem solving and will focus on positions and interests and a model for problem solving. Presenter: Tracy Tarver, Dispute Resolution Officer, Employee Management Services

Workplace Rudeness and Incivility: A workshop for managers FOR SUPERVISORS ONLY
Workplace incivility (rude or discourteous behavior) exists on a continuum that includes bullying, harassment, and violence but incivility is often difficult for managers to see as a problem. Instead, managers often dismiss reports of incivility as petty, insignificant, or as the problem of the "too sensitive" employee. Incivility is a problem. Left unchecked, incivility

(or rude and inconsiderate behavior) can lead to more serious workplace incidents, spiraling absenteeism, lowered productivity, morale problems and retaliatory behaviors in response to the incivility. This workshop will introduce managers to the concept of incivility and how it harms the workplace environment and all of us who gather each day to work. Managers will leave this workshop with strategies to increase civility in their individual workplaces, knowledge of how to model positive and productive workplace behaviors, tips for handling confrontation and disagreement civilly, and information on how and when to address incivility with members of their workgroup, with colleagues, and within themselves. Presenter: Rita Handrich PhD, Psychologist, Employee Assistance Program.