

UK Work-Life Committee -- Career Advancement and Professional Development

Final Report and Recommendations

May 15, 2007

I. Committee Charge

According to the staff work-life survey results, little satisfaction and much dissatisfaction were expressed about information and availability of advancement/professional development opportunities at UK. Yet, staff respondents noted the reason they come and stay at UK is for career opportunities.

As an immediate action for the work-life survey results, the President's Cabinet requests additional information about barriers to information and opportunities for career advancement and professional development. The goal of this committee is to provide recommendations about enhancing the availability of information and opportunities. Specifically, the committee will examine various strategies and solutions, including, but not limited, to the following: **improved communication about job opportunities; job/career coaching; monetary incentives for completing a GED; and a staff designated academic advisor and career counselor.**

The committee will submit their recommendations to the UK Work-Life Advisory Council, and, if necessary, to the Employee Benefits Committee. Recommendations must be submitted to the Work-Life Advisory Council no later than May 21, 2007. A progress report was submitted to the Work-Life Advisory Council by January 15, 2007.¹

II. Committee Membership

Maggie Borders, Patient Care Manager, Gill Heart Institute – Hospital
Susan Cantrell, Assistant Professor – College of Education
Penny Cox, Associate Vice President Information Technology, IT Administration & Finance – **Chair**
Debra Graham, Training Specialist – Human Resources Training & Development
Cecile McKinney, Adult Student Services – Evening & Weekend Programs
Judy Sackett, Library Administrator – Library Administration
Ashley Tabb, Administrative Coordinator, Internal Medicine – College of Medicine
Martha Thompson, Agriculture Personnel Specialist – College of Agriculture
President Lee T. Todd, Jr. – **Executive Champion**
Christopher Walling, Administrative Staff Officer, Cancer Clinic Services – Hospital
Steve Zanone, Staff Support Associate – College of Agriculture

¹ From the Work-Life Advisory Counsel

III. Background

A. *Work Life Survey Report*

In October 2005, over half of all staff participated in the first-ever university-wide survey of work-life issues. This survey preceded a similar survey of faculty in February 2006, which achieved a response rate of nearly 50 percent. The survey project was a direct result of President Todd's establishment of the UK Work-Life Office and the hiring of its director in 2004.

According to the staff work-life survey results, dissatisfaction was expressed about information and availability of advancement/professional development opportunities at UK. Yet, staff respondents noted the reason they come and stay at UK is for career opportunities. As an immediate action for the work-life survey results, the President's Cabinet requested additional information about barriers to information and opportunities for career advancement and professional development.

When the committee considered the issues uncovered by the survey, two questions regarding career growth and advancement issues elicited responses that were of particular concern:

- When asked, "***I know what I need to do to advance,***" 23% of staff who responded **did not agree** with that statement, and 24% who responded **neither agreed nor disagreed**.
- Also, when asked to respond to the statement, "***My advancement opportunities are good,***" 38% of respondents **disagreed**, and 29 % **neither agreed nor disagreed**.

These responses are both disconcerting and deserving of a solution beyond a short-term treatment. Therefore, the committee has formed a variety of recommendations that focus on engaging partnerships among campus units to develop short-term and long-term solutions. Perhaps, the most overarching of our recommendations is to conduct a thorough workforce analysis that will provide a top-down-and-across campus system to address recruitment, retention, development and sustained excellence of the University of Kentucky workforce. This workforce analysis is a chance to position ourselves for the future as mandated by the Kentucky General Assembly to become a Top 20 public research university by 2020.

The Provost had a UCAPP (University Committee on Academic Priorities and Planning) Faculty Development domain subcommittee active since March, 2006. This UCAPP committee discussed a variety of faculty issues including faculty development. The UCAPP reports were submitted to the Provost on March 15. The Provost will make a decision on next steps for the UCAPP domain committees and subcommittees. Therefore, the Work-Life Committee on Career Advancement and Professional Development (CAPD) did not make recommendations on faculty development.

IV. Committee Process

The committee held five meetings in November, December, and January. Additionally, each member reviewed two of the 19 Benchmark universities to gain a better understanding of their related career advancement and professional development policies and practices. The committee interviewed several Universities to gain additional insight into their processes. Input and advice was also solicited from several UK administrators and committee member colleagues.

The CAPD committee also participated in four work-life open-forum presentations to gain broader campus input and discussion. The committee also received feedback from the Work-Life Advisory Committee and the UCAPP Staff Domain Committee from January to April 2007.

V. Committee Research Findings

A. 2006-09 Strategic Plan Linkage

*Consideration of workforce analysis is linked to the 2006-09 Strategic Plan. Career advancement and professional development is specifically addressed in “Goal 1: Enhance the University’s Stature among Its Peers, Objective 4. The University will offer competitive salaries, benefits, and professional support to retain and attract outstanding faculty and staff.”*²

“Achieving Top 20 status hinges on the aggressive cultivation of current faculty members and strategic hiring of outstanding new ones. It also depends on the continuous professional development of university faculty and staff. Competitive compensation and progressive career advancement opportunities are essential resources for developing and retaining excellent faculty and staff. These efforts will foster and sustain an enjoyable professional climate in which employees can manage effectively the way they live, work, and raise their families.”³

B. Work-Life Balance and Career Advancement Is a National Issue

Ninety-four percent of HR surveyed professionals ranked attracting and retaining the “right” talent as a “very important” challenge to their organization over the next 12 months.⁴

In 2007, Sue Shellenbarger, Wall Street Journal writer stated: “*The national mood of work-life issues is the grimmest I’ve seen in the 15 years writing this column.*” But, three trends now gaining momentum hold the potential for positive change: (1) job flexibility – employers are worried about attracting skilled young workers, for whom control over their time is a powerful draw. (2) internet access and technology - overseeing mom or dad from afar will get easier through

² 2006-09 Strategic Plan, University of Kentucky. Retrieved January 10, 2007 from http://www.uky.edu/ucapp/files/Strategic_Plan.pdf

³ 2006-09 Strategic Plan, University of Kentucky

⁴ Mercer Human Resource Consulting. (2006). *Mercer SnapShot Survey: Total Rewards—North America 2006*. Retrieved November 28, 2006, from www.imercer.com.

technology; and (3) telecommuting - more employers are bowing to workers' desire to live and work where they want by expanding its work-at-home outreach. Policies can broaden the pool of recruits, particularly those who have strong connections to their communities.⁵ The committee recommends that several UK HR policies be modified with these concepts in mind: Flexible scheduling, promotion and transfer, on-line job posting for all positions, and telecommuting policies.

With more than two workers retiring from the workforce for every new worker entering, employers must invest more to attract and retain top talent in a shrinking pool of candidates.⁶ Whereas in 2005, people over 65 represented less than 30% of the population 20 years of age and older, that figure could reach as high as 50% by 2030.⁷

When it comes to the organizational costs associated with high turnover rates, executives and human resource professionals alike are becoming increasingly concerned. Not only could high turnover be a sign of low employee satisfaction, but the associated costs of recruiting and lost productivity can also cut deeply into an organization's bottom line. Simply put, retaining productive employees maximizes an employer's return on investment in its human capital.

A low-cost, effective retention initiative, for example, would be to provide specific guidance to employees about career options within the organization. Such guidance allows employees to understand how the organization can assist them in developing their careers, either through specific training opportunities or by articulating the various options they may have to develop their skills on the job.⁸

C. Career Advancement and Professional Development is a Benchmark Institution Issue

Career advancement and professional development programs and initiatives are part of the fabric of many of the University of Kentucky's benchmark institutions. Employing a model advanced by Shelly T. Prochaska in "Designing Organizational Programs for Employee Career Development,"⁹ the committee considered how UK and its benchmark institutions compared.

Predictably, the online survey of career advancement and professional development programs showed a wide variety of approaches along the indicators

⁵ Shellenbarger, Sue – the Wall Street Journal, *Workers, executives unhappy with job-to-life ratio, but there are trends rising that might help ease the problem*. Published in Lexington Herald Leader, January 15, 2007.

⁶ Dewan, S. (2006, November 25). Cities compete in hipness battle to attract young. *The New York Times*. Retrieved November 25, 2006, from www.nytimes.com.

⁷ Organization for Economic Cooperation and Development. (2005). *Ageing populations: High time for action*. Retrieved November 28, 2006, from www.oecd.org.

⁸ ROI Series: Using Career Paths to Retain Human Capital (December 2006) by Andrew Mariotti, SHRM Research Papers.

⁹ Prochaska, Shelly T. "Designing Organizational Programs for Employee Career Development." Society for Human Resource Managers White Paper, February 2000, reviewed July 2002. Retrieved November 2006 from www.shrm.org.

– including rich and innovative approaches to this common concern. After completing this review, the committee felt that the University of Kentucky could benefit from careful consideration and design of career advancement and professional development system that would benefit our University and all of its members.

D. Career Advancement and Professional Development is a Top Twenty Issue

Significant attention is paid to career advancement issues by Top Twenty universities. In particular, the University of Michigan (Ann Arbor) and the University of Virginia – also UK benchmark institutions – integrate career advancement and professional development planning and design in their workforce planning. From career development orientation and management coaching to public posting of job descriptions and career banding, these two institutions set a standard for workforce development.

The University of North Carolina published a report titled “Chancellor’s Taskforce for a Better Workplace in 2003.”¹⁰ This report provides significant examples of work-life initiatives and accomplishments that have occurred during the past three years.

In examining potential professional development opportunities already in existence at UK, the Lean Certification Program was identified. The CAPD Committee met with leadership from the College of Engineering Lean Certification Program to review their proposal for Lean Systems Training. Below is a summary of the proposal:

<u>Lean Training Proposal</u>	# Employees	Cost
• 2-Day simulations and training	1,500	\$430,000
• Specific Methods-Based classes (e.g. problem solving)	500	\$150,000
• Lean Certification programs	250	\$437,500
• Customized value-stream workshops and targeted customized kaizen events; includes follow-up assistance.	200	\$202,500
• 3-day Leadership Program	200	\$225,000
Total		\$1,445,000

Lean Training requires a top-down approach with strong high-level support to be successful. Kaizen problem-solving techniques become woven into the fabric of

¹⁰ “Chancellor’s Task Force for a Better Workplace.” Web link: <http://hr.unc.edu/specialprograms/betterworkplace/index?printFriendly=true>

the organization to ensure continuous improvement is occurring at all levels and engaging all employees. Therefore, the CAPD committee recommends that Human Resources and the College of Engineering use 2007-08 to assess the Lean Training proposal and identify a few small scale pilot projects to aid in developing long-term recommendations for the University. In 2006, the HealthCare Enterprise organized an interdisciplinary leadership team who received executive Lean Systems training and is overseeing the incorporation of Lean Systems Thinking into the Medical Center. More than 20 additional team members have received over 40 hours of intensive Lean Systems training and numerous small-scale projects have been successfully implemented. The first major project, the inpatient discharge process, is currently underway. The findings from the UK HealthCare team can assist in guiding further recommendations for the University.

E. Conclusion

Human capital, when nourished by thoughtful planning and adequate resources, fuels the growth and innovation necessary to capture the *dream, challenge, and succeed* objectives stated in the Top 20 business plan. A skilled engaged workforce is priceless. Without a cohort of employees fully committed to the challenge and possessing the right skills to speed the advance toward our goal, the dream may never be realized. Labor is costly when turnover is high and employees perform below their potential.

This final report represents the 5 ½ month effort of a dedicated team of University employees to identify opportunities for partnering with existing services, looking for quick wins as well as taking a long-term view of the career advancement and professional development solutions.

The committee publicly acknowledges the following 2007-08 funding approved at the April 24, 2007 Board of Trustees Meeting for Staff Career Advancement and Professional Development Program. University staff will benefit from this generous financial support.


2007-08	Recurring	Non-Recurring
Full-Time Career Counselor for Staff; GED Incentive; Computer Loan for Staff, Consultant, On-Line Academic Program	\$300,000	\$330,000
Supervisory Effectiveness Training	\$200,000	\$0
Total	\$500,000	\$330,000

During implementation, it is important to communicate often with the campus constituents on the status of CAPD recommendations. We encourage the selected consultant firm and Human Resources to obtain broad input, including focus groups representatives from each academic college and major administrative unit.

F. Committee Strategies and Recommendation Summary:

#	ITEM	Comments	\$ 2007-08	\$ 2008-09
I. IMMEDIATE PROJECTS - FY 2007-08				
Partnering with Existing Services				
1	Develop a strong communication plan. HR promotion plan to emphasize UK has a "Culture of Learning" for all. Publicize Education and Advancement opportunities (e.g. Staff Appreciation Day).	Partnership with HR, PR, UCAPP, Women's Forum, Staff Senate, University Senate, Insert with UK News, pay stubs, broadcast emails, etc.	\$14,000	\$14,000
2	GED Incentive – APPENDIX I	Partnership with Operation Educate	\$20,000	\$30,000
3	Develop a computer loan program for staff – APPENDIX II	Partnership with Library and IT.	\$33,000	\$33,000
Sub-Total			\$67,000	\$73,000
II. MEDIUM TERM PROJECTS BEGIN FY 2007-08; ONGOING IMPLEMENTATION 2008-09				
1	Workforce Development Program Phase 1 (Salary administration is in the Strategic Plan-UCAPP). Career Paths with diagrams for featured paths and timelines for advancement opportunities. Outcomes include: Deliver promotion from within strategies, job search manual, mentoring guide, etc. APPENDIX III			
	a. Consultant	One-Time Costs – <i>NON-RECURRING*</i>	\$300,000*	
	b. Manager Career Advancement Program, Full-time Career Counselor for Staff, Support Staff	Salary, Benefits, Operating Expense	\$215,000	
2	On-Line Academic Program – APPENDIX IV- Note: \$30,000 of 2007-08 request is non-recurring**	Partnership with Senate, Provost, Colleges and Enrollment Management	\$48,000**	\$8,000
3	Supervisor Training Initiative (Supervisor role to provide 'career management' for employees in the Performance Evaluation (PE). Create an 'employer of choice' environment.	Strengthen & enhance annual (PE) process. Attention to work-life support, communication, trust, respect, and recognition.	\$200,000	
Sub-Total			\$763,000	\$8,000
Total			\$830,000	\$81,000
III. LONGER TERM PROJECTS BEGIN GROUNDWORK FY 2007-08				
1	JAQ'S repository – all positions available online	Need to complete # II - 1 before JAQ's put online. Will also require technology infrastructure		TBD
2	Mentoring Programs	Assign to Human Resources to develop specific outcomes.		TBD
3	Lean Manufacturing - Certificate Courses	Human Resources to coordinate development of customized curriculum for UK staff- suggest a phased approach.		TBD
4	Job Rotation- Internal Internships	Assign to Human Resources to develop specific outcomes.		TBD

Details for the rationale and components for these strategies and recommendations are given in the attached appendices:

- Appendix I Employee GED Incentive
 - Appendix II Computer Loan Program for Staff
 - Appendix III Workforce Development Program
 - Appendix IV On-Line Academic Program Concept – Phase 1
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APPENDIX I

Employee GED Incentive Proposal – Operation Educate

A. Recommendation

Offer employees without a high school diploma a one time \$1500 bonus as incentive to earn a GED diploma. The incentive would be paid after employees pass the exam to earn their diplomas.

B. Justification

While a GED offers the prospect of a higher-paying job, that prospect is usually not immediate. Many employees would need additional training or education to qualify for higher-paying jobs. A bonus would be a more immediate reward to encourage employees to earn a GED.

People often start and stop the GED process as life circumstances interfere. Last year one of our best students had to stop participation after being injured on her job. Another stopped coming to care for a sick parent and has yet to come back. Also, some become discouraged if their progress is slow. A bonus would provide incentive for people to continue working on the GED or to begin working on it again if they've stopped.

This program would reaffirm the university's commitment to development for all employees. It would also encourage retention of employees while they are working to obtain their GED.

C. Background and Program Description

Employees who do not have a high school diploma work in the lowest paying jobs at UK. Their prospects of moving into higher-paying jobs are remote. Employees have the opportunity to work toward earning a GED at UK. Currently, 16 employees are actively working in Operation Educate's GED classes; 8 of these employees have potential to earn the GED within a year. These employees make an average of \$9.66 an hour, or \$18.837 a year.

Since January of 2005, 19 other employees have participated in the GED classes but are no longer active. The reasons for not continuing are varied; some we know are no longer employed at UK, and some have work or scheduling conflicts, while others have circumstances like illness or family responsibilities that make it difficult to continue working in class.

At least 100 employees at UK do not have a high school diploma, based on information from select departments. The actual number is probably higher but not significantly so.

Currently, UK offers two incentives for employees to work on earning a GED. First, there is the opportunity to take GED classes during work time, at discretion

of the department and supervisor. Second, the \$40 cost of the test is paid for by Operation Educate.

One employee has earned a GED since January 2005.

Several comments received during the campus forums asked the question, “why not provide incentives for BA, MA, and PhD?” This is a valid concern. The issues related to compensation, pay-equity comparisons, etc. are outside the scope of the CAPD committee. A separate Work-Life committee was assigned to review and make recommendations on the employee higher education program. The GED incentive program is structured to provide the foundation for employees to prepare them to take advantage of the EEP program.

D. Costs and Investments

Our best case scenario estimates 13 employees earning a GED in the first year of the program. This would likely be the employees who are highest potential to earn a GED quickly. In subsequent years, the best case scenario estimates 20 employees earning a GED each year, though it is difficult to predict the participation levels.

First year	\$20,000
Following years	\$30,000

E. Proposed Timeline and Deliverables

Once approved, it is estimated that the marketing and recruitment for the GED Incentive program could be in place and available within one to three months.



APPENDIX II

Computer Loan Program for Staff

A. Recommendation

In order to facilitate, enhance, and support career advancement and professional development for staff, the committee recommends the development of a computer loan program for qualified staff employees for use outside of the workplace. Provide funding for 25 new laptop computers; and reassign 50 desktop computers and peripherals from used computers replaced by new equipment in the computing labs, libraries, and elsewhere on campus. Provide staffing and program operational costs.

B. Justification

Goal I, Objective 4 of the University of Kentucky Strategic Plan 2006-2009 states "Achieving Top 20 status...also depends on the continuous professional development of university faculty and staff... And "progressive career advancement opportunities are essential resources for developing and retaining excellent faculty and staff". Furthermore, the Top 20 Business Plan (PF-5, page 2) states: "UK should allocate special funding for strategies to support staff. Improving rewards, the campus environment, and **the extent to which staff maintain a positive balance between work and life will promote higher levels of workplace satisfaction and productivity.**"

A computer loan program for staff would be designed to facilitate staff career advancement and professional development by removing one barrier to success for employees who might not be able to afford a personal computer by allowing those who need one to borrow a computer for home use. Due to childcare or other personal needs that require them to be at home, many employees are unable to remain on campus or in the workplace after hours to use computers to complete their Employee Educational Program course work, improve and expand their computer skills to prepare them for career advancement, and otherwise assist them to succeed.

While the heavily used student laptop loan program in Young Library makes laptops available for use, the service is limited to the building and check-out is limited to four hours. There is no known location on campus that loans computers to staff.

C. Background and Program Description

It is envisioned that some staff might require the use of a computer for only a short, occasional time, while others will require use for a semester or longer. For that reason, the committee suggests that the program include both laptop and desktop computers. The laptops have the advantage of not requiring set-up, they are self-contained, and they are portable. For long term use, desktop

computers with keyboards, monitors, and modems would be available. Basic software would be provided as well.

Because there necessarily will be a limited amount of computer equipment available for loan, the laptops might be available “first come, first serve”, with the ability to reserve a computer. The desktops might be checked out one semester at a time. Loan qualifications, lending policies, and procedures will need to be developed as part of the planning and implementation process. The desktop computers and peripherals are envisioned to be computers replaced by new equipment in the computing labs, libraries, and elsewhere on campus.

D. Costs and Investments

Recurring Funding Request, 2007 - 2008

Item	Quantity	Unit Cost	Cost
Laptop Computers with wireless cards and carrying cases; acquire with a 3-year lease (25 x \$1,050 = \$26,250 x .37 lease factor)	25	\$1,050 x .37	\$9,700
Technical Support Services Aide BW0041 (.5 FTE)	975 hrs	\$15.31	\$15,000
Benefits		36.5%	5,300
Equipment maintenance and supplies			3,000
Total			\$33,000

E. Proposed Timeline and Deliverables

Once approved, it is estimated that the program could be in place and available within three to six months. Tasks include:

- Identify administrative home for the program.
- Identify appropriate facility for the loan program.
- Identify appropriate individual/s to plan the program and develop policies and procedures.
- Hire Aide.
- Order equipment and identify desktop computers.



APPENDIX III

Workforce Development

A. Recommendation

Institute a sound, well designed talent management workforce development system at the University of Kentucky. An effective model encompasses career advancement and professional development issues and all their related complexities and consequences. It is the common thread that runs through every aspect of the organization and is an important part of the culture that the University has defined in its vision and mission and values statement.¹¹

B. Justification

Why Should the University of Kentucky Be Concerned about Workforce Development? “In 1997, the people of Kentucky established a pact with their University of Kentucky . . .”¹²

In pursuit of the goal of making the University of Kentucky a Top 20 public research university by 2020, over the intervening years, UK will:

- Increase enrollment by 7,000 students to 34,000
- Increase the graduation rate by 12 percentage points to 72 percent
- Increase the number of faculty by 625 to over 2,500
- Increase research expenditures by \$470 million to \$768 million; and
- Increase engagement in Kentucky’s schools, farms, businesses and communities.

The University of Kentucky Albert B. Chandler Hospital – in which a new 1 million-square-foot UK Chandler Hospital will be finished in two phases - will allow for the step-by-step replacement of the existing hospital. Moreover, the hospital project will be the cornerstone for a new 20-year, \$2.5 billion plan on the south side of campus to construct an academic medical campus of the future that will further accelerate growth in research and health education.

This level of ambitious growth will have a significant impact on the University workforce at all levels – from groundskeepers to physicians. To attain the level of excellence expected from such an enterprise demands that workforce development and planning be addressed in a new way. ***Our expectation is that comprehensive workforce planning will result in lower turnover, quicker recruitment, better quality hires, and more productivity from a workforce well equipped to meet the challenge and committed to partnering with the University in a mutually beneficial relationship.***

Address Career Advancement Issues Systematically

¹¹ 2006-09 Strategic Plan, University of Kentucky.

¹² Executive Summary: The University of Kentucky Top 20 Business Plan, December 2005.

It is important that managers view employees not as their exclusive resource but as a university resource. When managers think this way, they are more apt to encourage employees to develop themselves in areas outside of their existing department for the benefit of the entire university. For example, if a staff member is currently a conference planner but wants to move into a research role, the employee's supervisor should be encouraged to help the employee find market research training.

C. Background and Program Description

Background

It is not difficult to see the complexity of the initiative. Instituting a sound, well designed talent management system at the University of Kentucky would be a wide-reaching and long-term project. Such a project would entail significant hours from HR staff over the course of years (a recent similar implementation by North Carolina State has been ongoing for more than 3 years and involved the significant use of 10 HR professionals) and require specific expertise in organizational design.

The committee does not recommend the institution of any system that promotes individuals based merely on length of service or for skills not immediately relevant or necessary to the department or division. The committee recommends that any system that is designed and implemented attempt to forecast the workforce needs of the University and create the conditions to allow staff members to synchronize career planning, educational goals, and work-life issues to advance satisfactorily within the University.

Program Description

A talent management workforce development system is often termed "talent management." The system is anticipated to progress in a six-step process like the one described below.

- 1. Facilitate design of the ideal "learning culture" of the organization.** The ideal culture represents the "should be" state of the organization. A gap analysis distinguishes the gap between the "as is" and the "should be" and then identifies action steps necessary to bridge that gap. An effective model includes specific criteria defining the attributes that will result in effective hiring practices, employee promotions and career advancement opportunities.
- 2. Create a staffing strategy.** This phase of the plan includes the development of an organizational chart that outlines the talent necessary at each level, as well as a plan that will attract recruits who have the core competencies that flow into the promotion criteria as defined in Step 1.
 - a. Job descriptions:** An assessment determines the accountabilities of each position in addition to the skills, abilities, knowledge,

experience and other attributes that are necessary for recruits to meet the requirements of each position. For each discipline within the organization, it is necessary to determine how many levels exist and what the distinguishing factors are between each level. Thus, the position purpose, job accountabilities and minimum requirements are formulated.

b. Career paths: Once the job descriptions are written, a career path can be set. The career path typically displays in a map or flowchart format the career possibilities from one job to the next. Main points are taken from the job descriptions and written in the career path so that one can tell what the basic requirements are for each position without having to read the entire job description. The career path is a useful tool for several purposes.

1. Recruiting: In conjunction with the job description, the career path shows the candidates their potential for advancement within the organization within this job discipline. Candidates can see what the gaps in requirements are for each position.
2. Performance management: As part of the performance management process, the career path can be a useful tool in helping employees see whether they are meeting the minimum requirements of the job and where the performance gaps exist, if any.
3. Career advancement/promotions: As part of discussions between management and employees, the career path can serve as a useful tool for the employees to see at a glance the gaps that exist between their current capabilities and those necessary in order to move up to the next position in the career path.
4. Training and development needs: As an adjunct to performance management and career advancement, the career path can serve as a useful tool to determine whether any specific training is appropriate in order for the employee to either improve his or her performance or to be eligible for promotion along the career path.

c. Needs analysis forms: A third tool that can be used as a part of this process is a needs analysis form. These forms are designed to mirror the job description but in the form of a rating sheet. Individuals are rated on a scale of 1 to 5 in each core competency. This tool can be helpful for:

1. Hiring decisions: Since this method is objective and is used in conjunction with a structured, behavioral interview process, the

chances of hiring individuals who possess the core competencies defined in Step 1 increase.

2. Restructuring/terminations/downsizings: The tool could be used to rate incumbents to ensure these decisions are based on legitimate, nondiscriminatory business reasons.
3. Promotion decisions: The manager uses the tool to rate staff members against the requirements of the higher-level position. Promotions are awarded to the employee(s) with the highest overall scores.

3. **Create a learning organization.** Once the job descriptions and career paths are established, the next phase of the program should be designed to consistently lead employees to learn the skills associated with the success competencies outlined in Steps 1 and 2. This next phase is the learning phase. The learning phase contains several components:

a. Training needs assessments: Training programs would be tailored specifically to help people improve the skills necessary for them to:

1. Perform their current jobs more effectively.
2. Prepare them for the next job in the career path.
3. Prepare them for a job in a different discipline.

b. Mentoring programs: An effective mentoring program provides a broad range of benefits for today's organizations and the individuals who represent them. With an effective mentoring approach, the University could link career development, diversity, new employee orientation and current strategic initiatives to create a seasoned and productive workforce.

4. **Create a compensation and incentives program.** By aligning the rewards and incentives program to the success criteria identified in Steps 1 through 3, the organization will ensure that it consistently attracts and retains the right talent and that the appropriate behaviors receive the correct rewards. [NOTE: Compensation is not addressed by this committee. The topic was assigned to another University work group].

5. **Create a performance management system that measures what matters.** An effective performance management system must be able to accurately communicate to everyone in the organization which behaviors are success-related. It should also be able to assess the gap between the "as is" and the "should be," discussed in Step 1. If the organization has performed Step 2 effectively, then the toolbox used in Step 2 should link to the performance management system.

If all of the critical success factors and core competencies have been identified and delineated accurately in the job descriptions and weighted accurately in the needs analysis, then we have a method to rank and measure the behaviors that matter to us most.

A heavy emphasis should be placed on performance/career coaching as part of this talent management program. It is a key element to prepare the next tier of managers for the next level of responsibility.

6. **Create an aligned promotion process.** Staff assessment tools can be effective in objectively identifying and assessing employees' skills, experience, education, strengths and areas of developmental need. This requires the manager to evaluate the employee's promotion potential in terms of the next position that the employee would be qualified to fill as well as the amount of time before the employee is ready to move into that position.¹³

D. Costs and Investments

Making overarching changes to a system as fundamental and entrenched as the current approach to career advancement and professional development requires significant investment. To ensure that change is successful and productive, we recommend the following approaches.

1. **Develop an RFP and hire an HR Consulting Firm** - In the interest of sound planning and design, it is our recommendation that an HR consulting firm be engaged to partner with our internal Human Resources staff to design the career advancement model and plan for implementation. The associated cost is, of course, not yet known. However, we project that the price of that consulting expertise to be \$300,000. Considering the number of staff and faculty and the enormous potential of the proposed change, we believe that cost to be quite small – an initial investment of approximately \$30 per UK employee.
2. **Recruit and hire key HR Professionals; including a Manager of Career Advancement Program** - In order to partner with existing department and division initiatives, communicating and coordinating with the consulting firm, as well as communicating with staff and faculty regarding existing and proposed career advancement initiatives, we propose that a full time position within Human Resources be created – tentatively titled Manager, Career Advancement Programs. We further recommend that although outside expertise is optimal during the design of the talent management system, Human Resources should be able to handle the implementation of well-designed change given additional investment to recruit and hire professionals with the correct mix of skills and experience. Linked to the proposed model above, the committee

¹³ Bernardi Paul, Donna (2005). *Talent Management* (SHRM White Paper), Retrieved January 8, 2007 from www.shrm.org.

believes that the addition of a staff career counselor dedicated to assisting staff employees in reaching their career goals is important. We suggest the creation of a full-time position to develop a partnership with the James W. Stuckert Career Center. This position would serve staff employees (similar to services provided to students and alumni).

Costs for salary, benefits, travel, marketing, equipment and operations could be approximately \$215,000.

3 Develop and Implement a Supervisor Training Initiative

Enhance and expand supervisory training for all managers, supervisors, and department chairs, to include: creating an “employer of choice” work environment with attention to work-life support, trust, communication, respect, and recognition. The supervisor role in providing ‘career management’ for employees in the Performance Evaluation (PE) process should be strengthened.

Costs for salary, benefits, travel, marketing, equipment and operations could be approximately \$200,000.

COST SUMMARY	Recurring	Non-Recurring
Consultants (non-Recurring)		\$300,000
Key HR professionals, Manager CAPD + Expenses	\$215,000	
Supervisor Training Initiative + Expenses	\$200,000	

E. Proposed Timeline and Deliverables

An integrated career advancement/talent management model could be executed along the critical path described below.

A. Short Term-Within 1 year of adoption

1. Describe desired outcomes of a career advancement/professional development program. Obtain support from senior leaders. Communicate benefits and results of the initiative to the workforce.
2. Write and publish a request for proposal (RFP) addressing the design portion of a career advancement program. The RFP should address the design of a staffing strategy, rewards and compensation program, an integrated performance management system and a transparent promotion system.
3. Recruit and hire a Manager, Career Advancement Program whose role would be to “keep eyes on” all aspects of career advancement/professional development initiatives across campus, partner with existing programs, communicate with staff and faculty on changes and liaison with consultants during the design phase.

4. Establish a talent management (career advancement) team consisting of dedicated and knowledgeable employees from different functional areas and organizational levels
5. Select and engage HR consultant to begin design phase of the career advancement initiative. The consultant engaged would be expected to produce at least the following deliverables:
 1. A Workforce Plan: A systematic process for identifying and addressing the gaps between workforce currently in place at the University of Kentucky and the workforce needs of the future. The benefits of such a plan would be to:
 - i. Allow for more effective and efficient use of workers
 - ii. Ensure replacements are available to fill important vacancies
 - iii. Provide realistic staffing projections for budget purposes
 - iv. Provide a clear rationale for linking expenditures for training and development
 - v. Help maintain or improve a diversified workforce
 - vi. Help a department, college or enterprise to prepare for restructuring, reducing or expanding its workforce.
 2. Workforce Analysis document to include:
 - i. Supply Analysis focusing on the existing workforce and projecting future workforce supply.
 1. Create a current workforce profile
 2. Review of trend data including hiring patterns, retirement patterns, turnover statistics, and internal/external labor patterns.
 - ii. Demand Analysis to carry out the mission of the university. The analysis should include environmental scanning to examine external trends and organizational analysis to examine internal factors.
 - iii. Gap Analysis to compare supply projections to the demand forecast. Analysis will show one of the following:
 1. Gaps-indicates a future shortage of needed workers or skills.
 2. Surpluses – indicates a future excess in some categories of staff.
 3. Strategy Development product to address future gaps and surpluses. Strategies devised must consider the following areas: Staff Development; Career Advancement; Retention; and Recruitment.
6. Recruit and hire a Staff Career Counselor who can focus on assisting staff members to reach their potential within the University.

B. Medium Term- From the end of Year 1 to the end of Year 3

7. Change policies and performance evaluation processes as necessary to reflect a commitment to fostering career advancement through training and communication of opportunities and expectations.
8. Pass implementation of career advancement design on to the Human Resources department. Make the appropriate and necessary investments

in providing additional training and recruitment/hiring of key HR professionals.

9. Automate the process so data can be easily stored and retrieved. Enable systems that may be currently available in the enterprise software to track appropriate workforce measures and allow staff to take the initiative to be involved in their own career advancement.
10. Develop and implement a plan to ensure accountability across departments and colleges to the process.
11. Solicit continuous feedback from all users across campus for improvements to the process.
12. Maintain measures including recruitment, turnover, internal promotions, lateral transfers, and training attendance. Evaluate efforts periodically to conduct necessary adjustment.

C. Long Term-From the end of Year 3 to Year 5 and beyond

13. Complete implementation of the career advancement/talent management across campus along all occupations.
14. Track success factors in detail and make adjustments to process and policy as necessary.
15. Ongoing review and modification of HR policies.

APPENDIX IV

Online Academic Program

A. Recommendation

Offer degree programs available in a nontraditional environment in which all credit coursework leading to a completion of a degree is delivered exclusively in an online and/or correspondence format and may be completed in an accelerated timeframe.

We propose that on-line academic programs be made available to UK employees in a multiphase plan.

Phase One

Offer a Bachelor degree as the first on-line undergraduate degree program in partnership with the participating college, the department and the Independent Study Program. The degree program would need to be 1) a high demand degree program that would meet many employee needs for career development and 2) has the few courses requiring curricula development to an online/ correspondence format.

Coursework may be completed in as little as eight weeks or as long as one year. As the public becomes aware that UK is a reliable provider of an on-line academic program, the University will begin to see increased percentages of non-employees enrolling. Over time, this phase will generate significant income to provide available funds for later phases of the plan, particularly the offering of other high-demand degree and certificate programs.

Phase one would also require approval of an exemption to college and University regulations restricting the number of credit hours a student may earn through ISP courses toward a bachelor degree and earned as requirements for a major. "No more than 30 credit hours of the total required for an undergraduate degree may be earned through independent study courses. No more than one-third of the requirements for a major may be earned through independent study courses." (Page 235, 2006-2007 University of Kentucky Bulletin) The present University regulation would need to be exempted to allow students to pursue an on-line academic program through ISP.

Phase Two - Offer a full range of high-demand undergraduate and graduate degree programs and certificates.

B. Justification

Work-life balance and career advancement are national, college and University of Kentucky issues. We recognize that many UK employees want more opportunities for career advancement and professional development

opportunities as indicated in the Work-Life survey. Additionally, we recognize that most employees juggle professional and personal responsibilities that require maximum flexibility of course delivery to achieve their academic goals.

The Kentucky Postsecondary Education Improvement Act of 1977, UK's Top 20 Business Plan, and Goals of UK's 2006-2009 Strategic Plan support aggressive cultivation of employees, strategic hiring of new ones and the continuous professional development of employees.

Like traditional programs, on-line academic programs offer students a solid background in program requirements; the primary difference between degree programs lies in a flexible timeframe and format of delivery needed by UK employees.

All coursework in an on-line academic program is completed exclusively in a nontraditional environment. Courses are delivered online and/or via correspondence without traditional classroom instruction. Courses may be completed in an accelerated format over four, six or eight weeks and undergraduate degree programs may be completed in as little as two years.

On-line academic programs at UK would:

- Increase opportunities and improve access for employees to pursue continuous professional development and progressive career advancement (Strategic Plan, Goal 1, and Objective 4).
- Accommodate employees whose regular workplaces are located a significant distance from the Lexington area (Cooperative Extension in every county, UK Research and Education Center, Robinson Station, Rural Health and Human Development Institute employees).
- Accommodate a larger student body and address the constraints of current physical space for classrooms (Strategic Plan, Goal I, Objective 2).
- Increase the educational attainment of Kentuckians (Kentucky Postsecondary Education Improvement Act of 1977).
- Improve the quality of the UK workforce and quality of life of UK employees
- Meet the needs of citizens already in the workforce who work full-time or lead very busy lives. (Make a Difference Suggestion number 621).

Successful on-line academic programs at UK would require strong support from the President, Provost, College Deans and department heads to encourage offerings of the programs, and dedicated recurring funds for marketing, instruction and curricula development.

Many of our benchmarks and Kentucky public institutions have established nontraditional undergraduate and graduate degree programs in which all coursework is delivered online and/or via correspondence without traditional classroom instruction that generate significant enrollments and revenue to their institutions (see attached Table 1).

C. Background and Program Description

Many employees, who manage multiple responsibilities, pursue a college degree or take college courses for professional development and career advancement purposes. Because of multiple responsibilities, employees seek coursework and degree programs that are available in a flexible, nontraditional environment.

UK has long made an investment in an Employee Education Program (EEP), courses for college credit delivered nontraditionally, and in student services to assist employees in achieving their career goals. UK's EEP pays for up to six hours of college credit every semester for eligible employees enrolled at UK and at public colleges and universities in Kentucky. Employees may take one class during their regular work hours with their supervisor's approval. In 2006-2007, the Employee Education Program was utilized by over 1,200 UK employees.

Currently, UK supports coursework delivered via online, evening, weekend and correspondence classes through Evening and Weekend Programs, Distance Learning Programs and the Independent Study Program. Degree programs are supported through Evening and Weekend Programs and Distance Learning Programs. The Office of Adult Student Services supports employees and other nontraditional students starting or returning to college through workshops, limited academic advising, career counseling and financial aid provided during hours that extend into the evening and on the weekend.

UK's Independent Study Program allows students to begin or continue their formal education in a flexible timeframe and format of delivery without time or geographic restraints. Academic departments participate in establishing standards for over 100 ISP courses that are delivered exclusively in a nontraditional environment via online and/or correspondence without traditional classroom instruction. Required work is equal to or greater than that of campus taught courses. **Courses may be started anytime during the year and students may complete their courses in as little as eight weeks or as long as one year** giving students the opportunity to learn in their own place and at their own pace.

Employees become frustrated because complete degree programs are not available delivered in a *flexible timeframe and format*. While UK supports a limited number of courses and degree programs delivered nontraditionally, all courses are delivered over a semester period and all programs are require limited in-class instruction. The university does not support a complete degree program in which all coursework may be completed outside of a classroom consisting exclusively of online and/or correspondence delivery. Consequently, some UK employees who need two or three courses to graduate never complete their degree at UK. As an option, a growing number of UK employees participate in established on-line academic programs at other Kentucky public institutions (Morehead State University, Northern Kentucky University, Western Kentucky University etc.) using UK-EEP funds. Of the 1,216 students using EEP at UK, 365 employees used EEP at other Kentucky institutions in 2006-2007.

Below is a table of EEP usage to-date in 2006-2007 by UK employees.

Institution	No of Students	%
UK	831	
ISP	20	
Total UK	851	70%
EKU	75	
BCTC/KCTC	189	
KY State	20	
MSU	37	
Murray	15	
NKU	6	
U of L	10	
WKU	13	
Total non-UK	365	30%
Total	1,216	100%

D. Cost and Investment

The start up cost for phase one would be range of \$48,000 to \$76,000. It is a cost efficient, relatively small investment for a project that could significantly improve the lives of UK employees, increase enrollments and generate revenue to the University.

The total cost consists of a one-time, estimated \$30,000 to \$60,000 @ \$5,000 per course required for development of six to twelve courses; a one-time, estimated \$10,000 for marketing purposes (costs for development of a brochure, printing and advertising); and recurring estimated costs of \$8,000 to \$16,000 @ \$1,000 per course required as incentives to guarantee the continuing availability of instructors for each course.

E. Proposed Timeline and Deliverables

Criteria for selection of a bachelor degree program would require that most of the required courses for a program be currently available through the Independent Study Program. Although a Bachelor in Business Administration in Management fits the criteria best, other degree programs could meet the criteria.

The timeline will depend upon the processes 1) to identify instructors and obtain approval of instructors by participating department, 2) to gain approval for exemption to the University Senate regulation to offer degree programs in a nontraditional delivery method through ISP, and 3) to develop of course curricula to online and print formats.

Phase one will include funding for development of courses, incentives paid to the offering college/departments to cover the costs to guarantee the continuing availability of instructors, and funds to cover marketing expenditures.

Table 1: Nontraditional Degree/Certificate Programs

UK Benchmark Institutions: Review updated January 2007
Number of Nontraditional Degree/Certificate Programs

#	Institution	Grad	Under - grad	*Certi ficate	Comments
1	University of Maryland - College Park	20	21		delivered over a semester format
2	University of Virginia	9			delivered over a semester format
3	University of Illinois - Urbana-Champaign	18	8	30	delivered over a semester format
4	University of Iowa	4	3	3	Courses are delivered via video/online/ print formats
5	Purdue University	5			delivered over a semester format
6	Texas A&M University	16		2	Individual courses are delivered either using the Internet and/or A&M's videoconferencing network (TTVN).
7	University of Arizona	3		2	Courses are delivered via video/online formats
8	University of California - Los Angeles	na	na	na	
9	University of Florida	25	2	24	delivered over a semester format
10	University of Georgia	2		1	delivered over a semester format
11	North Carolina State University	12	2	18	delivered over a semester format
12	University of North Carolina - Chapel Hill	46	28	8	delivered over a semester format
13	Michigan State University	4	1	9	delivered over a semester format
14	University of Michigan - Ann Arbor				Alternative degree programs are available from the Dearborn location.
15	University of Washington	8			delivered over a semester format
16	University of Wisconsin - Madison	13	8	14	delivered over a semester format
17	Ohio State University	3	1	1	delivered over a semester format
18	Pennsylvania State University	9	6	31	Courses are delivered online to groups or individuals. No fixed start, max up to 6 months.
19	University of Minnesota - Twin Cities	1	1	1	delivered over a semester format
	University of Kentucky	0	0	0	delivered over a semester format
	Morehead State University	2	7		delivered over a semester format
	Northern Kentucky University	3	1		delivered over a semester format
	Western Kentucky University	6	4	4	delivered over a semester format

*Certificate courses are college credit courses.

Analysis of the 19 benchmark universities, 18 institutions offer alternative graduate and/or undergraduate degree programs.