



Minnesota
STATE COLLEGES
& UNIVERSITIES

Minnesota State Colleges and Universities
2005
Staff Development Survey Report

A Collaborative Project of:

- **The Human Resources Division**
- **College and University Chief Human Resource Officers**
- **The Staff and Leadership Development Steering Committee**
- **The Organizational Effectiveness Research Group**
(Minnesota State University, Mankato)

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The Staff and Leadership Development Steering Committee initiated this effort, and spent considerable time developing the survey and analyzing results. Human Resource Division staff and Chief Human Resource Officers (CHROs) provided feedback during survey development. CHROs and Presidents encouraged their staff to participate in the survey. Steering Committee members are listed below.

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EXECUTIVE SUMMARY

During April 2005, the Office of the Chancellor of the Minnesota State Colleges and Universities initiated a system-wide survey to assess training and leadership development needs of all MnSCU staff (except teaching faculty) across the system. The overall response rate was 46.36%, with a total of 2,979 surveys completed.

System Health

From the survey results, there are significant indicators of health with regards to staff development.

Supervisory Support for Staff Development. Nearly 70% of staff agreed or strongly agreed that their immediate supervisor encourages staff development opportunities.

Use of Performance Management. Nearly 70% of staff agree that they have a current job description with clear performance expectations and more than 70% agreed or strongly agreed that their performance is reviewed annually by their supervisor. To build on this supervisory support for staff development, annual reviews could be maximized by discussing a staff member's individual development plan and outlining specific development goals for the year. Only 35% of staff report using individual development plans currently.

Staff Development Participation. Nearly 80% of staff reported attending some type of staff development activity during the past year. The top five types of training attended by staff are: campus professional development day/staff development day, job-specific training, diversity training, computer skills training, and required training (safety, blood borne pathogens, etc.)

Lack of Participation. Reasons given by the 21% of staff who did not attend training were that the topic was not applicable to their work, the timing conflicted with work commitments, they lacked adequate funding, or they were unaware of any training.

Targets of Opportunity

Overall findings reveal that topics for staff development days could be better targeted, as some staff noted that topics are geared more toward faculty or the same required training is repeated each year. Another opportunity is to invest in developing our supervisors and managers, since half of respondents in supervisory positions reported that they are not encouraged by their immediate supervisor to participate in regular supervisory/managerial development activities. In addition, there are opportunities to focus on staff development for frontline workers within the system. AFSCME respondents reported having significantly fewer development opportunities.

Impact Areas for Improvement

More than 30% of staff respondents had ideas for improving staff and leadership development on their campus or within the MnSCU system.

System-wide Priority. Staff Development must be made a system-wide, college, and university priority with adequate funds and time allocated

Training Needs. Types of training needed across the system, in order of greatest return on investment, include job-specific training, supervisory/managerial development, improved new employee orientation

Tuition Waiver. Tuition waiver should be accessible to all employees from any institution; removing limitations between access to two-year and four-year institutions.

Next Steps

Results will be communicated in June 2005, and action plans will be developed during early FY2006.

INTRODUCTION

During spring 2005, the Office of the Chancellor of the Minnesota State Colleges and Universities (MnSCU) initiated a system-wide survey to assess training and leadership development needs of MnSCU staff and administrators. The Organizational Effectiveness Research Group (OERG) at Minnesota State University, Mankato provided survey consultation and administration. Staff of the Human Resources Division, Office of the Chancellor managed the project.

Surveyed were 6426 staff (except teaching faculty) from 32 colleges and universities across the state of Minnesota. The results of the 2005 MnSCU Human Resources Staff Development Survey reveal the opinions and needs in five key areas:

- Types of training needed by individual staff
- Individual access to existing training
- Money spent for individual professional development
- Use of individual development plans in performance appraisals
- Supervisory and institutional support for staff development

The web-based survey began on April 4, 2005 and ended on April 17, 2005. The overall response rate was 46.36%, with a total of 2979 surveys completed.

DEMOGRAPHICS

While there may be slight variances among respondents from each institution, here are some demographic highlights that describe the 2,979 employees who answered the survey.

- The following bargaining units and plans were represented among survey respondents: AFSCME, MAPE, MMA, MSUAASF, MNA, Commissioner's Plan, Classified Managerial Plan, and the Administrator's Plan. There was no indication that MGEC members participated.
- Almost 70% of the respondents were from AFSCME (44.88%) and MAPE (22.59%).
- Women comprise 62% of staff positions, but represented 70% of the respondents.
- Within the system, 6.5% of staff report belonging to an underrepresented racial or ethnic group; they represented 10% of the respondents.
- 70% of the respondents were over 40 years old.
- More than half the respondents have been employed by the Minnesota State Colleges and Universities for fewer than 10 years.

For more specific demographic information, please refer to the bar graph report of the survey results.

OVERALL FINDINGS

From the survey results, there are significant indicators of health with regards to staff development. Nearly 70% of staff agreed or strongly agreed that their immediate supervisor encourages staff development opportunities. In addition, many MnSCU supervisors are implementing performance management systems. Nearly 70% of staff agree that they have a current job description with clear performance expectations and more than 70% agreed or strongly agreed that their performance is reviewed annually by their supervisor. However, these reviews could be enhanced by making sure that they include a discussion about an employee's individual development plan to outline development goals for the year. Currently, only 35% of staff report using individual development plans.

Nearly 80% of staff attended some type of staff development activity during the past year. The top five types of training reported are:

- Campus professional development day/staff development day (42.41%)
- Job-specific training (29.95%)
- Diversity training (27.57%)
- Computer skills training (25.16%)
- Required training (safety, blood borne pathogens, etc.) (24.18%)

Reasons given by the 21% of staff who did not attend training were that the topic was not applicable to their work, the timing conflicted with work commitments, they lacked adequate funding, or they were unaware of any training.

Overall findings reveal that topics for staff development days could be better targeted, as some staff noted that topics are geared more toward faculty, or the same required training is repeated each year. Survey findings also reveal that the system may not be investing appropriately in developing its supervisors and managers. Half of those in supervisory positions are not encouraged by their immediate supervisor to participate in regular supervisory /managerial development activities. In addition, there are opportunities to focus on staff development for frontline workers within the system. AFSCME respondents reported having significantly fewer development opportunities.

RESPONDENT RECOMMENDATIONS – COMMON THEMES

More than 30% of staff respondents had ideas for improving staff and leadership development on their campus or within the MnSCU system. While there was a great diversity of responses, the following common themes emerged from the comments.

1. Staff Development must be made a system-wide, college, and university priority with adequate funds and time allocated.
2. Types of training needed across the system, in order of importance, include: a) job-specific training; b) supervisory/managerial development; and c) improved new employee orientation.
3. Tuition waiver should be accessible for all employees from any institution; with no limitations regarding two-year and four-year institutions.

4. Innovative approaches can be used for improving staff development.

OVERALL AFFIRMATIVE COMMENTS

There were some significant comments from the survey that show staff development is working well in some colleges and universities across the system. Here is a sample:

- The staff development is top notch. If there is training that I think will be helpful in performing my job it is always made available to me. Remaining current is very important in the ITS field. I am glad that MnSCU and RCTC appreciate that fact.
- If there are opportunities and they are brought to my supervisor's attention, she is usually supportive.
- My experience has been positive. There are many opportunities for all of the staff at my workplace to attend a wide variety of training.
- Staff development is important at NHCC. Our staff development committee is always asking for suggestions of future topics. On April 8, we are having a two-hour motivational seminar for classified staff. I'm looking forward to attending this as topics include creating a better work environment, improving performance, efficiency, cooperation, and morale.
- I had the opportunity to participate in the MnSCU Chair Leadership Academy this year. It was EXCELLENT, please continue offering this opportunity.
- MCTC's Human Resource Director and MCTC's Continuing Education Director do a very good job promoting class offerings.
- I am in an interim position and just started six weeks ago. The formalized training I received is part of a package provided by a consultant. I was fortunate to arrive here at the right time!
- I have been attending some of the computer training (GroupWise, Excel) and find it extremely helpful.
- Professional development opportunities are strongly encouraged and supported at my institution.
- The IT conference this April is an excellent opportunity for MnSCU IT people to meet, develop relationships, and share their expertise. It is by far the best opportunity MnSCU has provided for me.
- I have really appreciated the tuition waiver and have made use of it for general coursework to keep my licensure current.
- My immediate work unit ranks high in encouraging staff development
- Winona State has done a nice job of offering a variety of opportunities for development.
- Because of my tuition waiver, I will be graduating with a master's degree in May which I can use in the MnSCU system.
- Our foreman allows us to do whatever extra training we're interested in
- The DOER Supervisor training was excellent and I have referred back to the manual and notes many times when dealing with personnel issues. I would highly encourage having new supervisors go through the training.

THEME 1:

STAFF DEVELOPMENT MUST BE MADE A SYSTEM-WIDE, COLLEGE, AND UNIVERSITY PRIORITY

For staff development to be effective, many survey respondents said it must be made a system-wide priority and that priority must be communicated from the “top” down. Much like the folklore of the cobbler’s children who went without shoes, often staff in colleges and universities are the last ones to receive training or educational opportunities to further develop their skills and increase their knowledge so they are more valuable assets to the system. The two significant barriers to adequate staff development are time and money. As one respondent said,

“There is no question that training and development is an important aspect in personnel management, at all levels. The real issue, given serious budget constraints, is providing the time, primarily, and the financial resources, secondarily, to afford these opportunities.”

Many parts of the system are so short-handed that there is no time for staff to attend free training events. This is a particularly difficult issue for those who work in one-person departments or for staff who work in front-line positions and cannot leave their post without sacrificing service to students or faculty.

With respect to funding, the largest percentage of respondents (22.96%) reported that their department or unit has spent no money in the past year on their professional development. The next largest percentage of respondents (20.21%) reported receiving \$100 or less in professional development support from their unit. Only 14% of staff reported receiving between \$100-250 in professional development funds in the past year. In comparison, more than 70% of staff invested their own funds toward their professional development, with 11% spending between \$250-500, 14% spending between \$100-250, and 25% spending up to \$100 in the past year.

Some staff members reported a lack of awareness about development opportunities, which could be addressed by broadly publicizing staff development events and making clear the processes for obtaining funds when needed.

Below are some representative comments.

Staff Development must be a priority:

- Staff/leadership development opportunities need to be valued from the very top of the MnSCU organization
- The importance of staff development and leadership development needs to be communicated from the top down—from the president of the administration on down. If the president demonstrates and SAYS how important this is, people will be more engaged in pursuing staff development opportunities. Managers need to be told by the president how important it is to develop their staff.
- President should strongly clarify with all directors that; staff development is a high priority and that mentoring people to reach higher goals will make for a more positive and strong work force.
- Staff development must be integrated into the “work plan,” otherwise it will not succeed.
- Need a comprehensive plan for addressing staff development needs.

- MnSCU should encourage development and advancement so promising lower-level employees can become eligible for higher-level positions.
- Although my immediate supervisors are supportive of staff development/training, there is an unspoken and non-supportive atmosphere that staff are not important enough to be granted leave time for training opportunities.
- Unfortunately, little, if any, value is placed on professional development at my division and department at least for middle managers and front-line personnel.
- We are an educational facility and the last ones that our college is concerned about training is the staff.

Funds need to be provided at the campus level/department level

- A meeting at the beginning of the year telling us what we have to spend on professional development would be nice instead of continually asking and being turned down
- Additional dollars need to be funded within department budgets so that supervisors have the “funds” to approve those employees who are not given individual professional development funds via their bargaining unit
- Budgets don’t allow for proper training in some cases
- Staff development funding should be increased and supervisors should encourage staff to take advantage of these funds to further their career goals
- There are no professional development funds available for support staff
- I participate in a management group where everyone’s staff development money is funneled into the group for group activities. Individual staff development funds are not available.
- Need a better system to fund classified staff development activities
- Our institution would have to rely on opportunities that are “free” as there is not a budget to work with.
- Staff would feel more at ease with pursuing development opportunities if they felt there was money set aside specifically for staff.
- More funds need to be allocated to the institutions for staff to access professional development opportunities; it’s discouraging to be told there is no money for professional development seminars or workshops
- Plenty of discussion and encouragement for professional development activities, but there is no money available to support that encouragement

Barriers: Short-staffed, no time

- The greatest hurdle to training and staff development is the fact that we are so understaffed. When anyone from the front line takes a day to go to training, their co-workers carry the burden of their absence.
- We are all too busy doing our jobs to set aside time independently to get the training that may be very useful to do our jobs.
- While I respect the importance of staff development activities, in my area, there is already more work than there is staff to accomplish this work.
- In the early 90s, the staff to student ratio here in the lab was 125 students per week. This fall it will be 250 students per week per staff person. This ratio will make it virtually impossible to participate in any sort of staff development on work time
- Unfortunately staff at smaller colleges do not have the time to be on system-wide committees or take part in staff development meetings as there is no one left to do their jobs

- Because support staff are often the ones “keeping it together,” we don’t receive as many opportunities

Barriers: No funds

- Strained budgets have led leadership to passively discourage staff development because the funds are not available.
- Funds are always the reason for not sending staff to specific job-related training
- Limited funds prevent development opportunities. The last time I attended a national conference I had to pay for it myself.
- I guess in the recent budget crisis, I feel it is unfair to ask to go to a conference because the bulk of the cost will come out of the department directly. We need every penny to operate as an office.

Barriers: Lack of awareness/poor communication

- Most people are unaware of workshop opportunities unless you happen to personally get something in the mail.
- It would help if it was more clear which training opportunities are available to clerical and which are required. I have missed some development because I thought it was just for faculty.
- Institution staff development dates and topics are not clearly communicated in a timely manner to staff in order for planning to participate
- Put out a flyer or schedule for staff development opportunities. We have no idea what is offered or when something is offered we don’t know when.
- I would like to see a calendar of events for each year. It seems as though we don’t find out about opportunities until it is too late and that there are many instances of conflicting events.
- I never knew Core Supervisory training existed.
- A centralized resource base for all staff development opportunities would be helpful.

THEME 2: TYPES OF TRAINING MOST NEEDED, IN ORDER OF IMPORTANCE, INCLUDE:

- 1) job-specific training
- 2) supervisory/managerial development
- 3) improved new employee orientation

Job-specific training

More than 80% of respondents stated that job-specific training is extremely important to improve their own development and to contribute to the success of the MnSCU system. In many cases, lack of job-specific training creates a threat to the system. Staff in particular areas are not able to keep up with required credentials or new knowledge in their fields. Of particular concern is the fact that some IT staff reported that they are lagging behind because training is too expensive. Two types of job-specific training needs cited most frequently were ISRS training and general computer skills training.

Here are some representative comments:

- I perform job duties that I have not been certified in. I was told that the training is too expensive
- As a physician, I am not given enough money to attend conferences/workshops needed to maintain skills and knowledge needed to keep up with medicine and CME requirements

- We seriously need to spend more time training staff with the basic technical skills required to do their job
- In my field, I have not updated training since 1996—part of my job involves being aware of the latest court rulings in disability law. I need to make sure I am consistent with other disability providers around the country, but I have not had that opportunity for a long time because of the consistent funding cuts
- Provide and encourage opportunities for growth and advancement where appropriate, according to an employee’s level of expertise, knowledge, and skill development
- Staff have very little job-specific training opportunities
- Since the U.S. Navy is no longer training Boiler Technicians, I recommend an apprentice training program to teach young people the skills needed to safely and efficiently care for and operate boilers and the auxiliary machinery (pumps, blowers, etc.) that keep the boiler operating
- We need more IT training—there is no money in the budget for us to get that training, yet we are expected to stay on top of innovation
- “Training” is almost a dirty word in my department, most likely because it costs money. We claim to be a Novell shop, yet we haven’t sent a single person to the vendor’s flagship annual conference in over three years. My institution uses Cisco gear exclusively for infrastructure, and is in the process of switching over to Cisco based IP telephony, but our network administrator needs to pay his own way to Cisco’s annual conference. My job responsibilities have changed drastically, along with my workload, yet it’s implied I need to train myself on my own time for my new responsibilities.

Supervisory/Management Training

Supervisory/management training is needed at all levels (first-line supervisors, deans, VPs, etc.). Over 60% of respondents reported that supervisory and management training is needed for the success of the MnSCU system and there were over 73 individual comments on this topic. One finding was that there is a need to train staff who supervise student workers. There is currently no such training available. Management Analysis Division supervisory training (through the state), while reported as useful, is expensive (\$595.00 per participant) and may create barriers for participation by college and university supervisors. Delivering supervisory core classes in the metro area creates barriers for those in greater Minnesota, by increasing costs to include travel, hotel stays and meals. The MnSCU Supervisory Core program, offered about once annually, is not offered frequently enough to meet current needs. In addition, respondents noted that there needs to be accountability in place for making sure that supervisors and managers take some kind of training.

Here are some representative comments.

Need for supervisory training:

- The main area where big improvements could be made is teaching supervisors to supervise, not just the process of progressive discipline. Teach them how to lead.
- We need to make more opportunities available for supervisors on all levels to experience new and successful techniques that help them to be better leaders.
- It would be beneficial for first-time supervisors to receive training in regard to MnSCU policies and the differences between bargaining units.
- I feel supervisors are not qualified--they are hired with no experience and are not given any training

- Keep us up-to-date and help us improve on effective managing.

Management training needed:

- Administrators who have never been through supervisory core should have an upgraded version at some time in their careers, especially regarding labor agreements, their responsibilities to honor them and their obligation to take action with employees when necessary.
- Management should receive better training; system office upper level management should be required to take management training

Accountability for completing supervisory training:

- Supervisor training should be mandatory for all supervisors whether they are new or have supervisory experience. They should be held accountable for how they supervise.
- During my sixth year, I attended supervisory training through MnSCU/DOER. This was “overlooked” during my first five years. This was a great mistake.

Courses for supervising students needed:

- My supervisory duties include student supervision only. The system really gives very little staff improvement in this area. I believe there should be assistance, instruction, and support in taking on this supervisory position.
- Since our institution relies heavily on students for assistance in completing job duties, supervision of students should be recognized as a supervisory role.

Suggested improvements to supervisory training:

- There should be a series of management development workshops as a follow-up to Supervisory Core; refresher courses should be a must.
- Potential supervisors should take Supervisory Core training.
- Team leaders should be able to participate in supervisory training.
- Supervisory Core training is valuable; however, the cost is too high and should be reevaluated.
- Supervisory Core is fantastic, but lacks follow-up sessions.

Improved New Employee Orientation

For the most part, the good news is that new employee orientation is taking place on most campuses. Within the system, 9% of respondents reported working one year or less and 10% of staff reported attending some type of new employee orientation. The most common comments reflected the need for improved orientations.

Here are some representative comments:

- It would have been nice to have the MnSCU new administrator training within the first six months (hold it twice a year)
- Hold orientation sessions (one-on-one or group) for all MnSCU administrators. I was an administrator for five years before I received an invitation to attend
- This college needs to do a much better job of employee orientation
- Received brief employee orientation. The specifics of vacation/sick time were not explained (especially how it was to be used during times when school was on vacation/break in order to get paid). Did not receive any information on payroll or training on the computer system. Was essentially given all the HR info packets and told everything was available online.

- I think new staff at any institution need to receive lots of mentoring and support to feel part of the system (group).
- New employee orientation needs improvement. One could spend at least a day learning about who does what, security, the computer system, protocol, business office procedures, etc.
- I think [institution name deleted] is awful on new hire training. You are thrown into your new position, shown a couple of things and then left on your own. This is by far the biggest complaint I have. It is very stressful learning a new job by the seat of your pants. There should be regular seminars offered for specific systems that employees need to know.
- New employee training is a learn-as-you-go process. This could be improved with monthly/quarterly training for specific work areas where employees need to learn more.

THEME 3: TUITION WAIVER

Five percent of respondents reported using the MnSCU tuition waiver during the past year to take individual courses and 1.5% reported using tuition waiver for degree completion. How this benefit is applied presents the most controversy among respondents. While there was no specific question prompting comments about tuition waiver, more than 50 respondents specifically recommended that the tuition waiver be made available for all employees at all institutions across MnSCU, removing limitations between access to two-year and four-year institutions. Through the tone of the comments, it is clear that this is a politically charged issue that carries significance for how employees feel valued as a part of the system. By continuing to delineate differences among employees as to who can qualify for tuition waiver based upon where they work, it reinforces perceived inequities among staff. Also, many respondents suggested that tuition waiver be available upon hire or after a probationary period, rather than requiring a three-year waiting period. MnSCU loses the capacity to harness tuition waiver as a valuable recruiting tool with the waiting period in place.

Here are samples of representative comments:

- Since MnSCU is a “system,” staff should be able to use their educational benefits for themselves or dependents at any MnSCU “system” institution, not just at institutions that match where they work.
- By allowing more availability in several programs and degrees, MnSCU could produce some of the highest educated, well-trained leaders in the state
- Allow tuition waiver after probationary period is completed successfully, rather than having to wait three years. It provides a good incentive for employees to stay working for the college.
- Any MnSCU employee should get tuition waiver at any MnSCU institution regardless of their employing institution. The current policy is discriminatory, unfair, unmotivating, and limiting to the development of educated professionals within our ranks. After all...isn't higher education and access to it what MnSCU is all about?
- The MnSCU system needs to invest more in their future leaders by allowing funds for tuition waivers
- There should be an effort of the bargaining units and MnSCU to take advantage of the tuition waiver and expand it to the tech colleges and community colleges—working and taking classes would prepare the staff for the diverse positions that we have on the campuses.

- We've all merged into one system, why the delineation with the tuition waiver?

THEME 4: INNOVATIVE IDEAS

Many survey respondents proposed innovative ideas for improving staff and leadership development on their campuses and within the system. Following are ideas that may warrant some exploration in creating a system-wide plan for staff and leadership development.

- Develop inter-agency career mentoring groups.
- The campus should study together. Maybe this year, we read “Knock-Your-Socks-Off Customer Service” and meet in small groups regularly to discuss each chapter and its implications for us as a college.
- Develop communities of learning for people in MnSCU leadership roles.
- I think the best way of providing training would involve tuition reimbursement to pursue graduate-level coursework in management and supervision.
- Create supervisory learning circles similar to teaching circles.
- As a cost-effective strategy, MnSCU system office and schools should consider (continue) bringing experts to campus and at state conferences to provide professional development opportunities for staff. This need not replace individuals attending national conferences, but can very nicely augment training related to institutional and system priorities and goals.
- Assign a mentor for employees new to their field, someone who takes a leadership role in promoting professional development activities and encouraging participation among their colleagues.
- No cheaper way to offer training than to use current employees.
- Training is expensive, but I believe there are many talented staff and faculty that could share their knowledge and skills with other employees for very little costs to the MnSCU system.
- MnSCU should have a professional development matrix that combines staff development and staff functions.
- It would be nice if the Office of the Chancellor could offer general training opportunities, such as: how to develop effective training; how to design good web sites, etc. – topics that could help all of us provide better assistance to the campuses
- Training could be done online with training modules. Wal-Mart Corp. has training called CBLs (that show a video with sound of workplace situations; some include just photo and text). The employee takes a quiz at the end of the module, in which they need a score of 80%.
- Make MnSCU a learning organization. Require all employees within the MnSCU system to complete a minimum of xx hours of professional development every year. Recommend a vision and transformation seminar led by the Office of the Chancellor Executive Team and the Leadership Council.
- Try to make staff development more accessible across the state, rather than only in the metro area.
- If you decide to provide system-wide training, please go through a customized training department at one of the colleges.
- Some type of system which would allow AFSCME personnel to apply for professional improvement grants would be beneficial.

- For those of us pursuing advanced degrees at the doctoral level, it would be most helpful to have doctoral programs offered at regional universities such as St. Cloud State University.
- Support cohorts for obtaining advanced degrees.
- Provide more online and ITV types of training.
- Develop online training modules for regular compliance training we all need to complete.
- More “mandated” professional development courses for AFSCME members would increase participation and would promote better service for customers.
- I suggest that at all campuses and at the System Office, a policy be instituted whereby a new hire, in any capacity, will be put into an “I” Division. “I” standing for “Information Division.” The “I” Division would be responsible for acclimating the individual into the organization structure. The individual would have no responsibilities placed upon them to produce work within their assigned position until they have completed their “I” Division stint.
- Encourage movement within the MnSCU institutions and system office for career growth opportunities.
- Mentoring opportunities, mobility assignments, and rotations between campuses
- Make it mandatory to complete 10-20 hours of training each year.
- Professional development includes practical and educational opportunities and administrative internships to help a mid manager move up the next step on the career ladder.
- Implement peer training.
- Employees should be rewarded (financially) for completing a degree while they are employed.
- Bring supervisory training out to the campuses to encourage greater participation

CONCLUSION

The high response rate to the survey and the numerous written comments clearly affirm strong interest in staff development. Survey findings point to several targets of opportunity.

1. **Make staff development a priority.**

- Maximize annual performance evaluations by discussing individual development plans with annual goals (address job-specific training in particular)
- Allocate appropriate funding to identified development needs.
- Provide release time or back-up so that staff can participate in staff development.

2. **Improve training opportunities at both the campus and system level.**

- Improve existing new employee orientation training both at the campus and system level.
- Ensure that campus staff development days include a wide array of topics of value to faculty, administrators, and staff.
- Improve access to supervisory training at the system level by ensuring top management support, offering more frequently, in various locations throughout the state, and at a lower cost.
- Provide managerial training at the system level.

3. **Review policy of tuition waiver.**

- Determine feasibility of expanding tuition waiver to all employees from any institutions; removing limitations between access to two-year and four-year institutions

NEXT STEPS

Results of the system-wide staff development survey will be shared broadly in June 2005 with MnSCU leaders and will be made available online at

<http://www.hr.mnscu.edu/staffDevelopment/welcome.html>

In addition, institution-specific reports will be sent to Chief Human Resource Officers at the colleges and universities for discussion and use.

The Staff and Leadership Development Steering Committee, in consultation with the Human Resource Committee of the Leadership Council, MnSCU Cabinet Members, and Chief Human Resource Officers, will develop an action plan in FY2006 for addressing staff development needs identified in the survey.

Feedback from Minnesota State College and University staff regarding the survey report and action plan development is welcomed and can be directed to Anita Rios at anita.rios@so.mnscu.edu