

Report from the Academic Staff  
Professional Development and Recognition Committee  
to the Academic Staff Assembly

Introduction

The 4,300 academic staff at the University of Wisconsin-Madison play a critical role in carrying out the University's teaching, research, and service missions. They provide the day-to-day management of academic offices and libraries, direct facilities, provide administrative and student services, and more generally, serve as the "glue" that holds the campus together. Academic staff compete successfully for research grants, direct research projects, conduct research, or provide the support that makes the research possible. A number of staff members teach courses.

The individual staff member, the employing unit, the University as a whole, and the State of Wisconsin, all benefit from effective and uniformly available professional development activities. A coordinated development program encourages and assists individual staff members as they move to more responsible positions and enhances the retention of academic staff in the face of competition from other employers.

Professional development for this diverse group of professionals should take a number of forms: the acquisition of specific information or skills that, in times of rapid technological change, would increase the staff member's effectiveness in the laboratory, classroom, or office; the opportunity to participate in a staged program of career development that leads to more responsible positions as personal effectiveness increases; or the opportunity to pursue individual programs of study or research that might enhance personal professional skills.

Recognition of outstanding performance by individual academic staff members both rewards excellence and encourages others to strive for it. Recognition awards serve as an appropriate acknowledgment of the staff's role in furthering the University's teaching, research, and service missions. Such recognition might take the form of prizes for individual excellence upon the attainment of a single goal or accomplishment, or might be for long-term performance exemplifying the highest standard of excellence. The recognition of academic staff excellence also serves as a reminder to those outside the institution of the extent of the contribution made by academic staff to the University and the State as a whole.

Staff professional development and recognition programs help retain academic staff in the face of competing offers from other academic institutions and the private sector. They also help the campus recruit staff.

In developing recommendations for campus academic staff development and recognition programs, the Professional Development and Recognition Committee (PDRC) gathered information about the programs offered by peer universities around the country. Materials about specific program components were collected. (See Appendix 1) The Committee then reviewed existing campus efforts in these areas. (See Appendix 2) Senior faculty and staff at the UW-Madison were interviewed to learn their perspectives on the nature of staff development and recognition programs they thought might be appropriate for this campus.

### Summary Recommendations

The PDRC recommends both the enhancement of existing development and recognition programs and the development of new programs. There is a need to:

1. Promote and enhance existing programs, such as the U.W. System Academic Staff Development Program, and the efforts in individual schools and colleges that provide training or reward outstanding performance. Provide better communication about existing campus and off-campus development opportunities.
2. Develop new programs to expand the availability of professional development training on the campus. The Committee proposes that campus-wide programs to provide the training necessary to attain title changes be developed and that enhanced opportunities to pursue individual programs of research or training be made available.
3. As a part of this enhanced professional development effort, expand existing credit and noncredit instructional opportunities. The PDRC proposes that credit instruction be made more widely available to staff, through changes in current campus policies governing such instruction. Noncredit instructional offerings also should be expanded through a more systematic presentation of summer workshops, short courses, and the use of satellite and computerized instruction. There needs to be a greater awareness of instructional opportunities offered elsewhere that might be appropriate for Madison staff.
4. Recognize outstanding staff contributions to the campus. The Committee proposes a small number of annual excellence awards for outstanding staff teaching, research, and service. These awards should be distributed in such a way as to reflect the diversity of staff on campus, so that all categories of employees are eligible. In addition, outstanding staff should be rewarded by having the opportunity to compete for sabbaticals and to participate in inter-university exchanges.
5. Find new ways to coordinate existing and future programs. The Committee proposes the development of a central campus office to coordinate and promote staff development and recognition activities.

### Detailed Recommendations

For consideration by campus committees and policymakers, the PDRC has developed a series of specific proposals to implement the five general recommendations just presented. Some of the specific recommendations that follow can be implemented now, because they do not place an excessive burden on existing resources and administrative structures. Others require additional resources, and planning for them should start now.

The recommendations are divided into the five general categories just presented. Existing programs as well as those being proposed are discussed. Following the list of recommendations, the Committee presents recommendations on the timing of their implementation.

#### 1. Promote/Enhance Existing Programs.

A. Encourage the expansion of the UW System Academic Staff Development Program such that more projects can be funded and encourage more staff to participate in the program. Current program guidelines call for proposals that "increase institutional effectiveness" and those that provide "individual professional development." In practice, funding has not been available for proposals emphasizing the latter. This practice should be changed so that individual development requests are supported.

B. Start a Madison-campus staff career development competition. As distinct from other System institutions, the Madison campus staff has a high concentration of research appointments and a large number of staff who would be faculty members at other institutions. Therefore, the Madison campus should sponsor its own staff development competition reflecting the special needs of these groups.

C. Encourage the campus and its schools and colleges to facilitate staff development by granting released time for staff participation, and by granting funds, so that staff can enter existing off-campus development programs, such as the Harvard University Management Development Program and the American Council on Education Fellows Program.

D. Encourage campus staff participation in System leadership development and administrative exchange programs. Expand the successful Madison campus Administrative Development Program and make it permanent.

E. Identify, catalogue, and disseminate information about existing campus opportunities for staff development.

#### 2. Establish New Development Programs.

A. Establish funded leave programs similar to those available for faculty, so that staff may pursue individual research and/or other programs of study and renewal.

B. Develop an on-campus information system so that staff will be made aware of externally funded professional development opportunities (Kellogg Fellowships, etc.). Features of this system might include the distribution of the Graduate School Deadlines to academic staff, or the preparation of a version of that publication tailored for staff. It also should include dissemination of information about the resources on campus where information on external funding or program opportunities are maintained (Grants Reference Area at the Memorial Library; school and college sources).

C. Provide more systematic information in Wisconsin Week and in department/school/college publications about staff professional development opportunities, including campus and off-campus options.

D. Create administrative exchange programs within the university and with other universities, and encourage participation in existing programs, so that staff from Madison can work at other institutions while a staff member from that university, or faculty member where that title is used, can assume similar duties on the Madison campus.

E. Encourage schools and colleges to establish mentoring systems for newly hired academic staff, paralleling faculty mentoring systems used in many parts of the campus, so that new staff have increased knowledge of continuing education and other career opportunities.

F. Encourage schools and colleges to review existing programs and, where there are gaps, to develop new programs for staff development.

### 3. Expand Credit and Noncredit Instruction.

A. Encourage schools and colleges to provide their staff with the opportunity to participate in existing and future instructional opportunities.

B. Facilitate the offering of new courses for credit, under experimental course designations, if instructional staff or faculty members are willing to design courses to meet the needs of a minimum number of staff members (perhaps ten per course, or the minimum number for a fully enrolled course, given the course level).

C. Establish a summer staff development institute to provide a systematic program of noncredit programs for staff, including such topics as writing skills, computer instruction, and management development. The institute's offerings should consist of courses, full- and part-day workshops, and modules.

D. Improve access to existing subject-oriented continuing education, offered within the State or from the outside, including instruction on new techniques or developments in an individual's field. These short programs might utilize satellite transmissions, video-conferencing, and other distance learning technologies.

E. Provide a forum series, with presentations by nonuniversity persons, campus staff, and faculty, on topics of special interest to academic staff.

F. Move to establish supplemental funding for development and recognition activities. As a reasonable goal the funding level should parallel the private sector practice of allocating 1-2% of payrolls for staff development.

#### 4. Staff Recognition.

A. Schedule an event at which staff contributions to the Madison campus are recognized and honored. The event also would commemorate the contributions of retiring staff members.

B. At the event, present four annual academic staff recognition awards. Paralleling the faculty outstanding teaching awards, the staff recognition awards would provide plaques and \$2,500. The awards would be presented to outstanding staff in four categories: instruction; research; public service (including outreach and clinical); and administration/management (including support services). These four outstanding performance awards should be named after deceased or retired staff members whose historic contribution to the University merits recognition.

C. At the event, present (an) annual \$1,000 award(s) to (an) academic staff for a singular contribution to the campus (as distinct from the longer service rewarded by the four recognition awards). This unique, singular contribution might be a research finding, development of a major cost containment program of benefit to the University and the State, or some other unique accomplishment. No award in this category need be made each year.

D. Encourage individual schools, colleges, and other major units to provide an annual award for outstanding staff contributions, similar to the College of Engineering Bollinger Award for exceptional performance.

E. Highlight the existence of existing award programs, such as that sponsored by the Student Personnel Association.

F. Develop a system whereby retiring academic staff who have attained indefinite status, or who have otherwise made significant contributions within their school or college can be proposed by that unit for emeritus status.

G. Enhance public and campus awareness of the role and contributions of academic staff. This should be a goal that is pursued as any of the recommendations in this report are discussed and implemented.

#### 5. Staff Development Administration.

A. Establish a campus office responsible for academic staff development within the Faculty and Staff Development Office to coordinate the

programs enumerated in this report, working with appropriate staff and faculty committees.

B. Administer staff development programs paying special attention to the relationship between the programs being coordinated and the academic staff title structure, seeking to coordinate them in such a way that movement through the title structure is maximized for staff.

C. Provide individual career planning services through the central office while serving as the central clearing house for all campus staff development programs.

#### Implementation Timetable

Given the current lack of staff professional development and recognition activities on the campus, there is a strong need to initiate the planning for the implementation of the Committee's recommendations and to establish some programs immediately to serve as a sign of the campus commitment in this area. The PDRC therefore recommends for Spring, 1990:

1. Hold the first annual academic staff recognition-award ceremony, with the presentation of staff excellence awards as detailed in this report.

2. Hold the first annual campus-wide competition to select participants for programs like the Harvard Management Development Program, using the already-secured funds from the System staff development program.

3. Establish a centralized program office for academic staff development and recognition. Hire at least one full-time professional by the first semester of 1990-91 to assess the need for and plan the development of programming for academic staff development on a campus-wide basis. Plan for the start of a campus effort to disseminate information about existing development opportunities through the hiring of at least a graduate assistant coordinator, attached to an existing office, who would start in Summer, 1990.

4. Plan for the implementation of other committee recommendations through the discussion of this report by appropriate committees and administrative structures during the Spring.

The PDRC is committed to participating fully in the discussion of this report and to working for the implementation of its recommendations.

#### Committee members:

Dennis Day, Clinical Sciences Center  
 Henry Lufler, Chair, Education  
 Roger Packard, Chemistry  
 Linda Weimer, University News & Information  
 Bambi Wilson, Biochemistry

Appendix 1  
Professional Development and Recognition Activities at Selected Peer Institutions

Centralized Resources for Program Development	Ohio State University Full scale human resources function is available for career development, career planning and career management opportunities	University of California Berkeley Centralized function funded at 1/2% of total payroll; 51% for performance awards, 49% for professional development	Cornell Centralized function in place	Texas A&M University No centralized function	University of Illinois Administered through centralized office in Academic Affairs office
Professional Continuing Education Opportunities Provided on Campus	Fees are paid by Human Resources Department, require supervisory approval and must be job and career related	No indication	Available programs are funded by the staff member's department	Gratis workshops and classes developed on campus; centralized funding for program development	No formal professional development for staff
Off-Campus Continuing Education Opportunities are Available	Fees paid by Human Resources Department, requires supervisory approval and must be job and career related	49% of centralized budget.	Centralized Fees are available	None provided	No indication

Resources are Available for the Development of On-Campus Continuing Education	Ohio State University	University of California Berkely	Cornell	Texas A&M University	University of Illinois
	No indication	No indication	No indication	Funds available for development of centralized programs	No indication
For-Credit programs are Available On-Campus	Tuition and fees up to 7 hours paid, and need not be job related.	Reduced fee for enrollment in for-credit classes	Time for up to 4 credit hours; laid off and retired employees are eligible, supervisory approval required	Fees for up to 4 hours waived for full time staff, no tuition waiver, requires supervisory approval	Tuition waiver program in place with approval from supervisor. Limit on credit hours is determined by each college.



Ohio State University	University of California Berkeley	Cornell	Texas A&M University	University of Illinois
Resources are Provided for the Development of For-Credit Classes	No indication	No indication	No funds available	No program
Internship Programs are Available	Internships within the University available for 3-6 months, 50% financed by Human Resources Department, and experience may result in new responsibilities.	No indication	No indication	Administrative Leave programs for senior academic staff for internship or research projects.
Staff Recognition Programs have been Developed	16 yearly Outstanding Staff excellence awards for \$1000	Can vary with school or college; however, tuition aid program and degree programs are in place	Excellence awards provided in form of plaques; \$500 President's Meritorious Award, and \$4000 Distinguished Achievement Awards	Two Office Campus Teaching awards of \$1000; Chancellor's Academic Professional Excellence Award of \$1000 plus \$2000 in department budget for awardee; some individual college awards as well.

## APPENDIX 2

SUMMARY OF PROFESSIONAL DEVELOPMENT AND RECOGNITION OPPORTUNITIES  
FOR UW-MADISON ACADEMIC STAFF, 1989-90

Each of the eleven major schools and colleges was contacted by phone for information regarding school-/college-wide programs for professional development and about opportunities for the recognition of outstanding work that are open to, or exclusively for, academic staff.

Recognition. Few schools and colleges have awards for which academic staff can compete. Clinical faculty who are academic staff in Veterinary Medicine or Pharmacy are eligible for faculty teaching awards in those schools. The awards (1 or 2 each year) for Outstanding Teacher and for Outstanding Advisor in the College of Agriculture and Life Sciences (CALs) are generally for faculty; however, two academic staff have won the advising awards, and one has received a teaching award.

The School of Engineering merits recognition for its recent initiation of the Bollinger Distinguished Achievement Award for academic staff. Nominations are solicited in April for an award presented in October. The award consists of a plaque and the interest (about \$1,500) from a fund established at the UW Foundation.

On a campuswide basis, the Student Personnel Association presents three awards annually: the Norman Bassett Award for Outstanding Achievement in Student Services, the Student Personnel Association Outstanding Achievement Award, and the Chancellor's Award for Distinguished Contributions in Student Services. Nominations are solicited in February for award in May at the SPA luncheon. The first two awards (\$500 each) honor individuals who show either an ongoing record of excellence or a single outstanding contribution. The Chancellor's Award (\$1,000--first given in 1986) honors an individual recognized throughout the campus as a leader in providing distinguished service to the University community in the area of student services.

Professional Development. The systemwide Academic Staff Professional Development Program awards \$150,000 systemwide per year. The primary focus of the program is on training/retraining to improve academic staff members' effectiveness in their current jobs (i.e., must be job related). Proposals are reviewed and ranked by deans, a campuswide review committee, and a systemwide committee. Departments provide one-third of the funds for each successful proposal.

Academic staff with at least one-half time appointments are eligible for tuition reimbursement for job-related courses. Reimbursement may be made by the employing unit for up to 100 percent of the academic fees after the courses have been successfully completed. Generally, the course load is five credits or fewer.

Few colleges have organized programs for academic staff professional development. Some respond on a case-by-case basis to requests for training or travel to present a paper at a meeting. Letters and

Sciences matches department funds up to about \$400. CALS has a \$3,000 fund for projects from classified and academic staff, with proposals due during the summer. In the Graduate School, funds are provided for each academic staff member in the Dean's office to attend one professional meeting of his/her choice each year.

Some colleges provide training through internal workshops. These programs are few in number and most are offered irregularly. An example of a continuing program can be found at the Madison Academic Computing Center (MACC). In 1985, MACC established its SIP (Support of Individual Projects) program. Up to two people at a time can work on a project of their choice for up to four weeks. Participants are relieved of all other assignments during that time; the person's normal job is treated as though s/he were on vacation. A project might involve creating a new software package, spending up to a month observing another computer center, or systematically studying some technical area. MACC provides computing resources needed, but all other costs are borne by the individual. It is expected that each MACC staff member with reasonable proposals could expect to receive SIP support on average of once every three years. Other major units with "in-house" training programs include the Memorial Union (management skills), Housing (ethics in the workplace, etc.) and the UW Hospital and Clinic.

In 1984, the Writing Lab designed a program for UW-Madison faculty and staff who wished to develop, review, or refine skills needed to do the types of writing necessary for their jobs.