

**Continuing Studies'
Committee on Academic Staff Issues (CASI)
Annual Activity Report
September 2010-June 2011**

Membership & Chair Selection

Katy Duren, our administrative ex officio member, initiated a call for members in August 2010. Membership was accomplished through volunteers – no election was needed.

The committee for 2010-11 included the following members:

- Katy Duren – ex officio member
- Robbi Dreifuerst, (term expires August 2012)
- Sage Goellner, (term expires August 2011)
- Alex Hancock, (term expires August 2012)
- Jeff Kirsch, (term expires August 2012)
- Jane Terpstra, (term expires August 2011)
- William Tishler, (term expires August 2011)

Jane Terpstra was appointed as Chair for 2010-11, and monthly meetings were held from September 2010 through June 2011.

Activities

Jane led the group in a brainstorming session to consider possible activities, and each member rated the resulting projects as 'High Priority', 'Moderate Priority', or 'Low Priority'. From the results of this poll, four projects were selected:

1. Continue 'Conversations with the Dean' to allow informal interaction among the Dean and Continuing Studies academic staff members.
2. Survey academic staff for positives and issues to resolve
3. Promote involvement in professional development opportunities
 - a. Internal to Continuing Studies
 - b. Campus-wide
 - c. Beyond campus
4. Participate in the Continuing Studies' Dean Search

Projects that were tabled for 2010-11 were as follows:

1. Make recommendations to the Dean regarding improvements in the Continuing Studies performance review process.
2. Conduct a survey to determine barriers to forming additional campus partnerships.

Accomplishments

Our first informal 'Conversation with the Interim Dean' Brown Bag was held on December 20, 2010. This meeting focused on reactions and suggestions for a draft of Continuing Studies' Criteria for Program Assessment (see Appendix A for notes from this meeting).

In order to conduct our academic staff survey, the committee created items for an online (Qualtrics) survey. We sent an invitation to all Continuing Studies' academic staff members to complete the survey in mid-January. Survey items included the following open-ended questions:

1. What do you like about your academic staff position in Continuing Studies?
2. What resources has Continuing Studies provided to support your assigned academic staff work?
3. What additional resources could Continuing Studies provide to support your assigned academic staff work?
4. What resources has Continuing Studies provided to support your professional development? (i.e., opportunities to further develop your knowledge and skills or enrich and revitalize your approach to work)
5. What suggestions do you have to improve Continuing Studies' support for your professional development?
6. What other work issues or concerns would you like to anonymously share?

The committee then grouped the individual responses into major themes and prioritized these themes according to the number of responses (see Appendix B). Results were shared with the academic staff members in early February.

The prioritized themes were used as the basis of the second informal 'Conversation with the Interim Dean' Brown Bag held on February 15, 2011. In our March meeting, we discussed and decided that we would like to delve into the results in more depth with Interim Dean Jim Campbell. We prepared specific questions we would like to discuss (see Appendix C), scheduled and held a follow-up CASI meeting with the Interim Dean on April 11, 2011. This meeting helped to answer many of the questions we posed.

Based on the CASI survey results, the Continuing Studies Interim Dean and Leadership Team decided to form a committee to address improving professional development opportunities for academic staff. Jane Terpstra served as the CASI liaison on this committee to relay information between the Professional Development Committee and CASI. As a result of the committee's efforts, an application for professional development support has been developed. There are three deadlines during the year (October 1, February 1, and June 1), and the Professional Development Committee will review applications for support shortly after each deadline. This Committee requested and received permission from the Interim Dean to set aside divisional funding for professional development activities. In addition, this committee will receive funding to support bringing in professional development presenters for topics of broad interest to division staff. The first activity, a 2 half-day StrengthFinders workshop on team building, has already been scheduled, and sign-up is quite active.

Finally, CASI members attended the presentations of all three finalists for the position of Vice Provost for Lifelong Learning & Dean of Continuing Studies. The Q&A following each presentation was quite active and included many academic staff issues. Following these presentations, Provost Paul Deluca invited assessments of each candidate. CASI members responded individually with feedback.

In summary, the 2010-11 CASI members completed the four activities that the group deemed as high priority. The first CASI meeting of 2011-12 has been set for September 14, 2011, at which time a Chair will be appointed.

Respectfully submitted by:

Jane Terpstra, 2010-11 CASI Chair
Robbi Dreifuerst
Katy Duren, ex officio member
Sage Goellner
Alex Hancock
Jeff Kirsch
William Tishler

Appendix A
Notes from 'Conversation with the Interim Dean'
12/20/10

Continuing Studies' Conversations with the Interim Dean
Notes from the 12/20/10 Brown Bag

Group Reflections on the Planning Council's Draft of Divisional Program Criteria

- Is the term 'criteria' appropriate, or are the bullet points actually 'standards'?
- These 'standards' do seem to allow for a systematic look at existing and new programs.
- Should feasibility be part of these 'criteria' or 'standards'? At what point should needs and available resources (i.e., staff expertise & passion, staff time, space, budget, etc.) be considered?
- A review of these 'standards' seems like one step in broader processes. The rest of the processes are not defined here and, at some point, will need to be defined. For example, if this is what takes place at the Planning Council level, what takes place at the dean/leadership level, at the department level, and at the unit/program level? How do the various processes flow?
- The Divisional Program 'Standards' deal with macro level decision-making. Will there be a Program Planning Guide to aid decision-making at the micro level? More guidance is needed at this level to aid in making programming decisions.
- Remember to consider all benefits of continuing education programs and activities. In addition to support for individual learning, there may be added value through partnerships, opportunities to share programs across campus and among communities, and promotion of ongoing learning communities as a result of the programs and activities.

Divisional Growth and Change Considerations

- For long-term growth, the division needs to consider moving to a team approach. Within each team, one team member needs to serve as project manager, charged with shepherding the program forward.
- To accommodate growth, the division needs to build processes to spin-off programs that can be managed long-term either outside the division or in partnership with the division.
- To encourage growth, the division should consider transitioning from a model of individual responsibility for revenue generation to a program-centered model of revenue generation with shared responsibility among team members.
- There seem to be many divisional redundancies in procedures and practices. Everyone could benefit from collective procedural checklists, logistical processes, contacts, etc. Efficiencies gained by streamlining these processes and procedures could free staff time for more creative tasks and innovative projects.
- The division could benefit from documenting historical institutional program knowledge. This would allow the division to move from person-dependent programs to more flexible program management. Such flexibility could allow

more opportunities for internal professional growth and would aid staff in transitioning into new roles.

Divisional Leadership Considerations

- Since it is uncertain how long the search and screen effort may take, Jim is planning to continue moving the division forward on work related to Continuing Studies' mission and strategic directions.
- Although the state budget and its impact on the division are unclear at this time, Jim plans to continue moving forward toward divisional growth and change within the constraints of current staffing and budget.

Appendix B
CASI Survey Results: Sorted by Themes

1. What do you like about your academic staff position in Continuing Studies?

Nature of Work (18 responses)

variety
interesting work
make a worthwhile contribution
enjoy teaching
variety
outreach activities
work in an area that I believe in
use my academic background and experience
use my academic training
use creativity
use my talents and knowledge
creative
creative projects
design new programming
create new educational programs fast
stay on top of trends
teaching using technology
positively impact many people's lives

Autonomy in Completing Work (13)

freedom
Self-directed
freedom
Independence
autonomy
decide how best to spend my time
autonomy
manage my programs in my unique style
Freedom
work independently
freedom
make decisions
autonomy

Flexibility in Work Setting (10)

flexibility
Flexible
flexibility
flexibility
flexibility
flexible schedule
flexibility
flexibility
Flexibility

Flexibility

Supportive Working Environment (7)

supportive environment
support provided
workplace contributes to a feeling of professionalism and respect
comments seem welcomed
feel supported
can collaborate
creative energy at work

Colleagues (6)

fantastic staff
good group
good colleagues
great staff
[co-workers] values similar to mine
like the rest of the staff

Learners (4)

meet audience wants and needs
serve the needs of the Continuing Studies' constituents
assist the non-traditional student
like the populations we work with

Respect (4)

treated with respect
treated as a respected professional
proud
professionalism and respect

Building Relationships (3)

relationship with the UW-Madison campus
connect with both campus and the community
support the Wisconsin Idea

2. What resources has Continuing Studies provided to support your assigned academic staff work?

Expert Assistance & Support (20 responses)

administrative support through department chair and dean's office staff

technology resources through Alan Ng
tech support
technology support
access to email, calendar, and share drive files from other locations
MAC/Marketing
marketing and publications support through MAC
marketing support
an excellent support person
replacement for me when I go on vacation
staff support resources
being able to work with Marketing and Distance Ed has increased our visibility in
the community and provided us with the opportunity to offer community partners
easier access to our courses.
program assistance and support
program associate time
Program Associates
classified staff assistance
excellent program support
Program Associates
Program Assistants very helpful
student assistance (although I rarely use this resource)

Physical Environment (14)

office space
positive work space
good location for public access
sufficient materials (computer, office supplies, etc.) to work with
office, desk, office supplies, office equipment, computer, etc.
high-speed/Wireless Internet connection
hardware and software
software
cordless land-line phone
access to B&W and Color printers
access to fax machine
access to email, calendar, and share drive files from other locations
access to email from my smart phone
physical office resources

Financial Support (10)

extra money for marketing
financial resources through Extended Timetable
money for pursuing my own educational pursuits
professional development
professional development opportunities
significant professional trainings that have educated me and influence the work that I do
supportive with professional development
professional development opportunities

Supportive Working Environment (7)

supportive environment
support provided
workplace contributes to a feeling of professionalism and respect
comments seem welcomed
feel supported
can collaborate
creative energy at work

Collegial Relationships (7)

collegial atmosphere
opportunities to discuss issues with colleagues
flexible and adequate working environment
normal day-to-day support of my colleagues
mentoring support
flexibility
support of my dept chair in the work that I do

University Resources (4)

access to the university community
university resources as far as research and standing FTE positions, budget
Funding (for) pilot projects
Resource books

3. What additional resources could Continuing Studies provide to support your assigned academic staff work?

Leadership (8 responses)

clear strategic vision and plan for the division
more direction from the dean's office
officially stated relationship at the highest levels of administration between the Division and the UW-Madison
process stating the relationship between our Division and the UW Madison campus
signed by high level campus officials
formalized review/discussion of distance education options for the Division and efficacy of using distance education
more support for long-term evaluation of our continuing education programs
discussion/definition of "success"
develop possible partnerships

Professional Development Support (6)

more training
funds for conference travel/professional development.
continue [support for] professional development opportunities
formalized process for requesting professional development funding
support to attend a professional conference in my field

funding for training

Improved Communications (5)

communication between the different disciplines within Continuing Studies
ways of communicating, connecting and collaborating with other academic staff,
instructors & faculty, both at CS and across the larger campus
facilitate ways for various people or programs to connect about ideas for the Reilly-
Baldwin WI Idea Endowment grant opportunity
communicate potential collaborations with other units on campus
formal and informal opportunities to connect over professional interests

Improved Technology Support (5)

updated technology (hardware and software)
better tech support (AIMS is not geared toward instruction)
updates to a more current operating system and software
a newer computer with Windows 7
universal calendaring across the Division

Increased Classified Staff & Student Support (4)

full-time program area assistant
hiring additional staff in my area(s) so that I am not overworked
additional classified staff time
more "support" staff (PAs or student support)

Fiscal Restructuring (3)

centralized, strategic use of internal funds for internal purposes, instead of budgets being
driven entirely by individual programs
much more assistance in marketing money
more funding to attend other institutions' events to improve upon our own events

4. What resources has Continuing Studies provided to support your professional development?

Willingness to Fund Professional Development (7 responses)

Funding to travel and participate
Funding to travel to conference
Opportunities to attend events in my field
Attend annual meeting of accrediting body
Attendance of professional conferences in my field
Providing me with opportunity to attend workshops and conferences
Financial support for conferences and workshops

Support for Attending Campus Professional Development Opportunities (6)

Campus meetings with peers
Autonomy for me to decide which campus-wide opportunities to pursue
Never denied funding to attend a campus-based event
Teaching & Learning Symposium
Attend training on conferences on campus
Access to campus professional development opportunities

General supportive atmosphere (6)

While division, deans and department chairs have been supportive, I just cannot spare time for professional development
Ability to attend workshops and conferences without using vacation time
DCS pays for subscription to professional journal and membership
Support for participation in national task force
Willingness to consider opportunities for internal growth during fiscal lean years
Allowed to attend relevant training

Internal Professional Development Opportunities (5)

Time to attend internal and campus opportunities
Project Management workshop
DEPD Certificate in Online Teaching
Unit has budget to support interest in local activity and puts on programs for staff
Access to /division professional development opportunities

5. What suggestions do you have to improve Continuing Studies' support for your professional development?

Department Chair's/Supervisors' Role: Include Professional Development in Performance Reviews (18 responses)

replace the peer evaluation process by developing a more meaningful process for assessing professional growth
[include] clear, articulated goals, with predetermined categories of goals to target
measure annual staff time spent on professional development
required aspect of annual personnel reviews
require professional development for academic staff
recognize/reward [professional development] more formally
built into our review process
[review and assess] outcomes related to [program mission and objectives]
address our greatest weaknesses [with professional development]
turn [professional development] into specific objectives for each of their academic staff members
add professional development to academic staff performance reviews
have professional development goals for ourselves
create a plan for professional development and enrichment
review progress on our past year's plan during our annual reviews
should be stated and assessed as part of our evaluation

[plan so we can] attend something put on by outside outreach people
more [off-campus professional development] would be good
plan [professional development] for the coming year

Leadership's Role: Communicate Divisional Professional Development Value/Goals (10)

not sure [professional development] is valued

What knowledge and/or skills does the division leadership want to build among academic staff members?

[What are the] divisional goals for professional growth and development?

[make] it a priority by continuing to communicate opportunities and share resources with staff

[professional development] is not emphasized enough

[address the issue of staff] feeling more out-of-touch [in their field] as the years continue

[address the issue of staff's conception that they have to] continue professional development independently

require professional development for academic staff

recognize/reward [professional development] more formally

include presentations at staff meetings on trends and changes in the profession

Leadership's Role: Develop a Divisional Plan & Process for Professional Development

(7)

need systematic way to go to workshops or conferences

more formalized system for applying for and awarding professional development funds

[need an] overall plan for professional development within the division

create a plan for professional development and enrichment

process for requesting professional development funding from Continuing Studies:

- How much does the division have set aside annually for academic staff professional development?
- To whom do we submit requests?
- How do we request matching support for Academic Staff Professional Development grants?
- How do we take advantage of opportunities that are off-campus, held in other states, or held in other countries?

[create a plan to] send us to conferences

plan [professional development] for the coming year

Leadership's Role: Budget for Professional Development (7)

budget [for professional development]

takes dollars

pay for one or two classes for each of us

money for attending

funding for training

support for professional development has waived and sometimes has been non-existent

money to go to conferences

Department Chair's/Supervisors' Role: Cover Time (7)

create a plan for professional development and enrichment

[plan to allow] time to support attending [professional development]
[plan to] find time; currently teaching as much as I can to bring in revenue
include presentations at staff meetings on trends and changes in the profession
[plan to allow me to] attend a national conference
plan time off [for professional development]
take a turn [to attend professional development]

Take Advantage of UW-Madison Opportunities (3)

attend [Continuing Studies] programs for free
good teachers to come to us (in person or via teleconference)
tons of opportunity right here