

May, 1987

FINAL REPORT OF THE TRAINING ADVISORY COMMITTEE

SUBMITTED BY VIVIAN JENKINS NELSEN

The Civil Service Training Advisory Committee dealt with the issues of training, retraining, skills and technical training by forming three subcommittees. The three committees were: Training, chaired by Mary Kavanaugh; Orientation, chaired by Arlene Bennett and Career Pathing/Education/Professional Development chaired by John Kraemer.

The Training subcommittee generated a list of 14 training proposals which was pared down for consideration by the full committee. Their proposals included that Personnel change its major function from being management consultants for supervisors to employee development specialists for all employees in addition to Personnel staffed personal training opportunities over the noon hour and an annual schedule of training programs. The full list is appended.

The Orientation subcommittee presented a set of three recommendations for orienting new and transfer employees at the University. In brief, these recommendations covered the following three areas:

1. Welcome Packets
2. Orientation Workshops
3. Supervisors orientation materials and guidelines for the orientation process

The Career Pathing/Education/Professional Development subcommittee chair canvassed the presidents of the Big Ten Universities to ascertain their support for civil service staff development. Their support was unanimous. The subcommittee generated a list of ten proposals for full committee review. The full list is appended on two documents, the minutes of 13 January 1987 and a memo of the same date from Vivian Jenkins Nelsen to chair John Kraemer and Sharon Beckes. Briefly, the ten proposals covered career planning services with an outside agency

for employees, supervision courses to new managers and non-managers, a mentorship/apprenticeship program for employees and provision for professional development leave for all levels of employees.

The issues that were identified follow:

1. The Personnel Department expand its major function from management consultants for supervisors to employee development specialists for all employees.

2. The University fund a professional advocacy program responsible for career assistance, employee relations, and facilitation of the resolution of issues involving management and civil service employees on a full range of civil service issues.

3. The University provide an orientation program for all new employees at the department and at the University level.

4. All University department/units have (1) a policy statement regarding training and development and (2) set both performance and training goals at the annual performance appraisal.

5. Management training and mentoring be provided for non-managers and that orientation, training and mentoring be provided for all new managers.

6. An annual schedule or comprehensive resource guide listing training and development opportunities both on and off-campus be available to all employees.

7. University contract for career pathing services with a firm specializing in same to offer such service to employees at a discount.

8. Organize a Big Ten University conference on civil service matters, especially those related to training and development.

Finally, the committee proposed a rule change to strengthen the committment to staff training which is appended.

January 13, 1987

Training Civil Service Committee  
New Training/Retraining/Skills and Technical Training Subcommittee

RECOMMENDATIONS FOR THE TRAINING CIVIL SERVICE COMMITTEE:

1. Recommend that Personnel change its major function from being management consultants for department heads and supervisors, to employee development specialists for all University employees. This subcommittee recommends that Personnel reallocate its resources to reach this goal;
2. Recommend to Personnel that the performance appraisal interview include written training and development goals for the next year, as proposed by either the employer or the employee, and agreed upon by both;
3. Recommend that the University administration require each UM department to budget for the training and development of its staff each year;
4. Recommend that Independent Study credits be covered by Regents Scholarship AFTER successful completion of the course;
5. Recommend that informal courses offered through CEW be covered by Regents Scholarship;
6. Recommend that Personnel provide one comprehensive resource booklet which lists training and development opportunities available to civil service employees, both on and off campus. (Francine Morgan and Mike McGlynn informed me that they often refer University employees to other resources when Personnel doesn't have the time or resources to provide the necessary training.) This could include UM training courses listed in "obscure" departments;
7. Recommend that Personnel offer personal training opportunities (i.e., aerobics, stress management, etc.) over the noon hour;  
↳ 1st deck
8. Recommend that Personnel create video-taped training courses for popular topics if necessary;
9. Recommend to Personnel that the Civil Service Rules (Handbook) be updated to include a clearly written section regarding Training and Development of civil service employees;
10. Recommend that Personnel provide an annual schedule of training programs that will be offered. A yearly needs assessment would be necessary to determine which courses are desired. This schedule should list which programs can be customized and the time frame needed by Personnel to prepare for customized training;
11. Recommend that Personnel approach the Training and Development department on St. Paul campus to utilize either Graduate students or Certificate program students for Civil Service Training and Development programs; KC.ed.
12. Recommend that all UM coordinate campuses have Personnel departments to more efficiently meet the needs of the employees on these campuses;
13. Recommend that "new training", or orientation at the departmental level, require supervisors to cover a check list with the new employee and send a signed copy of this form to Personnel.
14. Recommend to Personnel that they recognize completion of training programs (i.e. word processing) as sufficient for "experience", especially for current UM employees. SEE ATTACHED LETTER.

Minutes  
Civil Service Training Advisory Committee  
HHH Center  
January 13, 1987

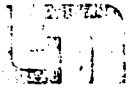
Career Pathing/Education/Professional Development had two presentations:

Recommendations of John Kraemer:

1. That U civil service employees be allowed time off with pay for taking tests for professional certifications
2. That these employees be reimbursed for such test fees
3. That those employees who've earned such degrees or certificates be recognized in newsletters, etc.

Recommendations of Sharon Beckes:

1. That the Personnel Department contract with a firm such as CHART or WOW to get lower prices for U employees to use their career planning programs on the employees' own time
2. That University Personnel offer a program to acquaint employees with parts of the University other than the single unit where they work.
3. Offer "How to Be a Supervisor" courses to non-supervisors and management skill building courses to employees not currently in management but who might like to be in the future. Also more career-pathing classes should be offered in the evenings for employees to take on their own time.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Hubert H. Humphrey Institute of Public Affairs  
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(612) 373-2653

13 January 1987

TO: Sharon Beckes  
Mn. Ext. Service: Human Resource Development  
260 Coffey Hall

John Kraemer  
Department of Audits: Administration  
Room 290  
1919 University Ave.  
St. Paul

*Vivian*

FROM: Vivian Jenkins Nelsen

RE: Training Committee Recommendations

1. The University should provide professional development leave time for all civil service employees (an expansion of the Duluth Plan).
2. The University should provide required orientation and training for all new managers when they are hired whether faculty or civil service. Evaluation forms should be developed for discussion purposes regarding the performance of supervisors. This would make the performance review more useful as both parties could discuss mutual problems.
3. Develop a mentorship/apprenticeship program for all civil service employees so that they can get needed experience for career pathing.
4. Establish a Big Ten University conference on Civil Service matters, especially on Training and Development.

## FINAL REPORT FORMAT

COVER PAGE

Summary of discussions and identification of issues

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(A separate page for each recommendation)

**Priority #** 1                    **Recommendation**    The Personnel Department expand its major function from management consultants for supervisors to employee development specialists for all employees.

**Rationale:**

These services are greatly need to professionalize the workforce and provide wider ranges of services to employees. Under current conditions, the University is losing the vast potential of its employee force for position mobility within the system. These services were provided previously by the department and could be revived.

**Cost/Benefit to University:**

- cost to University of implementation    a limited number of new
- benefits/risks                                employees
- pluses/minuses in terms of money, time, human resources

The pluses far outweigh the minuses in terms of the savings of human resources and higher morale.

**Implementation Analysis and Strategies:**

- who or what has to change and in what order to meet these goals
- what are the internal/external forces that help/hinder

The Director of Personnel has to set policy for the department, and this would be his/her choice of role. Budget considerations are a consequence of this change of direction.

\*Supplementary materials may be added as appendices to the report.

## FINAL REPORT FORMAT

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Summary of discussions and identification of issues

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(A separate page for each recommendation)

**Priority #** 2      **Recommendation** The University fund a professional advocacy program responsible for career assistance, employee relations, and facilitation of the resolution of issues involving management and civil service employees on a full range of civil service issues.

**Rationale:**

Currently, the University lacks any organization or entity that is the advocate or ombudsman for civil service employees. Both students and faculty are afforded such services. The resolution of management/employee issues needs more than the grievance process is able to provide in the way of formal structures. Negotiation rather than arbitration. Further, employees need career assistance to find appropriate positions within the system by persons who are familiar with the work of departments and particular jobs. In short, the system needs the help of professional career development personnel who are able to advocate, educate and advise employees to operate within a large and complex system.

**Cost/Benefit to University:**

- cost to University of implementation minor
- benefits/risks
- pluses/minuses in terms of money, time, human resources

The staffing of such an office could be quite conservative and therefore cost effective. More study is needed.

**Implementation Analysis and Strategies:**

- who or what has to change and in what order to meet these goals
- what are the internal/external forces that help/hinder

The Director of Personnel has to establish what role the department shall play in the University and with employees. Once a direction is established budget considerations must be dealt with.

\*Supplementary materials may be added as appendices to the report.

F I N A L R E P O R T F O R M A T

COVER PAGE

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(A separate page for each recommendation)

**Priority # 3 Recommendation**

The University provide an orientation program for all new employees at the department and at the University level.

**Rationale:** Orientation of new and transfer employees helps to acquaint the employee with the University, its mission, services available, policies and organization, compensation program and benefits. The hiring and orientation process is the first contact<sup>1</sup> a person has and it should be a good experience. The responsibility for new employee orientation must be shared by the personnel department and the immediate supervising department in order to provide the appropriate introduction of the new or transfer employee to his/her relationship with the University. Further, a good orientation helps create a positive attitude in the new employee and guides the employee toward the long term contribution they will make to the dept. and the University. Also, the orientation process reduces the anxiety of the new employee.

**Cost/Benefit to University:**

- cost to University of implementation      minor
- benefits/risks
- pluses/minuses in terms of money, time, human resources

A great savings in lost time and morale.

**Implementation Analysis and Strategies:**

- who or what has to change and in what order to meet these goals
- what are the internal/external forces that help/hinder

The has provided this kind of service in the past.

**\*Supplementary materials may be added as appendices to the report.**

See January 7, 1987 memo.





UNIVERSITY OF MINNESOTA  
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122 Civil and Mineral Engineering Building  
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TWX 9105762955

January 7, 1987

To: Civil Service/Personnel Advisory Committee  
on Training/Retraining and Staff Development

From: Arlene Bennett, Chair; Deb Pivoschuk, Carol Ford and  
Eleanor Pijut

Re: Recommendations of the Orientation Subcommittee

The Orientation Subcommittee would like to make three recommendations to Personnel regarding the orientation of new and transfer employees.

1. Provide a Welcome Packet to all new employees.
2. Provide an Orientation Workshop for new employees and transfer employees from other campuses to acquaint them to the work campus.
3. Provide supervisor orientation materials and guide lines for orienting new and transfer employees.

A more detailed discussion of the three recommendations is appended.

Orientation of new and transfer employees helps to acquaint the employee with the University, its mission, services available, policies and organization, compensation program and benefits. The hiring and orientation process is the first contact a person has and it should be a good experience. The responsibility for new employee orientation must be shared by the personnel department and the immediate supervising department in order to provide the appropriate introduction of the new or transfer employee to his/her relationship with the University.

Attachment

January 7, 1987

The Civil Service Orientation Subcommittee recommends implementing the following services for all new employees.

1. Prepare a Welcome Packet that can be sent to the new employee at their office site. To be sure all new employees receive a packet, a system that uses Appointment Documents must be set up.

The packet must contain the following materials for civil service employees:

- A welcome letter from President Keller
- Civil Service Rules Book
- List of University Holidays
- Regents Scholarship Form
- Sexual Harassment brochure
- University of Minnesota Facts brochure
- Map of the appropriate Campus (parking services, also)
- Personal Resources Program brochure
- Personnel Department Workshop Schedule
- D.I.A.L. brochure
- Letter from the Civil Service Committee
- Vacation and Sick Leave Benefits Sheet
- Direct Deposit Payroll Service
- A Mission and Policy Statement brochure

Additional materials could be included like coupons from area businesses, promotional materials about the area surrounding the campus, information about the other campuses.

2. Orientation Workshop for new employees to the university and for those who may be transferring from other campuses.

Again, we would need to use the Appointment Document as a means to trigger a notice about the orientation workshop. The orientation workshop should be listed in the Personnel Resources Program brochure. We make the following recommendations:

- Organize a monthly orientation workshop that would include and introduction to the University system, the campus and its mission. This orientation should include employee benefits, a handbook explaining the services available to employees.

3. Materials for supervisors to use in orienting the new employee to the work place.
  - Check off sheet to use as guide line for covering topics important to orienting the new employee.
  - Give a tour of the facilities.
  - Introduce new employee to other staff and explain their working relationship.
  - Provide guide lines to be used in follow-up meetings at 1 week, 1 month, three months, etc. until probation is complete.

The Orientation Content should consist of the following:

1. A welcome
2. Introduction to the University System
3. Introduction to the Department and fellow workers
4. Skill training
5. Job responsibilities
6. Performance evaluation and Probation period
7. Promotional opportunities
8. Conditions of employment
9. Pay procedures
10. Benefits
11. Safety and fire prevention
12. Personnel policies
13. Encouragement

The Orientation of new employees is to acquaint the person with the University and the job, and to develop a sense of belonging and interest in the University. The best way for the new employee to feel a part of something is to feel that he/she is important and is being invited to become part of a very important team.

It helps create a positive attitude in the new employee

Eases the new employee into the system and aids in making quicker adjustments to the new working environment.

Guides the employee toward the long-term contribution they will make to a department and university.

Helps the supervisor become familiar with the employee's background and attitudes.

Helps reduce the employee's anxiety level toward the system and the new supervisor.

draft//DEPARTMENTAL ORIENTATION CHECKLIST FOR NEW EMPLOYEES

To be completed and returned to University Personnel within 4 weeks of start date.

EMPLOYEE NAME \_\_\_\_\_ Start Date \_\_\_\_\_  
DEPARTMENT \_\_\_\_\_  
SUPERVISOR \_\_\_\_\_

**JOB DESCRIPTION**

- Has been given a copy of his/her official job description.
- Has been given or shown where to find written procedures for all functions on job description.
- Has been given a verbal explanation of each section of job description.
- Has been told when/of whom to ask questions during the learning period (including a substitute and an alternate).
- Has been shown the probationary evaluation form and received an explanation of the evaluation process.
- Has been given written standards of quantity, quality, timeliness that need to be met in order to pass probation and achieve ratings of 3, 4 or 5 on subsequent evaluations.

**DEPARTMENT ORIENTATION**

- Has been informed of the purpose, program, plans of the dept. and its position in the University organization
- Has been informed of the organization/chain of command in the department
- Has been introduced to staff in the department
- Has been informed of department rules, policies and norms concerning:
  - \_\_\_ hours of work, timekeeping, overtime
  - \_\_\_ dress and grooming
  - \_\_\_ lunch and break schedules
  - \_\_\_ participation in meetings, committees, social activities, educational activities
  - \_\_\_ attitude and conduct: smoking, eating, phone use
  - \_\_\_ absences/tardiness
- Location/care/purpose of equipment, supplies, deptal. forms
- Safety hazards and measures
- Building layout, restrooms, lockers, break area, vending machines
- Physical layout of campus, eating places, recreation facilities

IF ANY OF THE ABOVE ARE NOT CHECKED OFF, PLEASE EXPLAIN ON REVERSE.

Employee signature \_\_\_\_\_ Date \_\_\_\_\_  
Supervisor signature \_\_\_\_\_ Date \_\_\_\_\_  
(signatures indicate that all matters checked off have been sufficiently explained)  
RETURN THIS FORM TO \_\_\_\_\_

## FINAL REPORT FORMAT

COVER PAGE

Summary of discussions and identification of issues

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(A separate page for each recommendation)

**Priority #** 4                    **Recommendation** All University departments/units have 1) a policy statement regarding training and development and 2) set both performance and training goals at the annual performance appraisal.

**Rationale:**

The University must provide both the opportunity and access to training if its civil service employees are to serve the changing needs of the academy. To do less is to inhibit the quality of service to the students and faculty and to lower the quality of the workplace. Further, all the Big-Ten University presidents agree that training, retraining and skill development are critical. Since the University's mission is to provide education to all and sundry, it is clearly within its mission to educate its workforce. The Duluth Campus has initiated a plan for training time-off for the managerial classes. Clearly, the University is well-served if all classes have the opportunity for training and development.

**Cost/Benefit to University:**

- cost to University of implementation minor
- benefits/risks
- pluses/minuses in terms of money, time, human resources

Study is needed to accurately forecast costs and material.

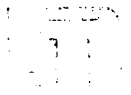
**Implementation Analysis and Strategies:**

- who or what has to change and in what order to meet these goals
- what are the internal/external forces that help/hinder

The first change needed is that the president needs to send a clear message that employees are not only entitled to training but that the University needs fully developed workers. Also a rules change is needed.

\*Supplementary materials may be added as appendices to the report.

See appended Duluth Plan, Jeanette Mueller, December 17, 1986 letter and Professional Staff Council Memo dated May 1986. See 17 February 1987 memo from Vivian Jenkins Nelsen to Chris Olson.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

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(612) 625-9505

17 February 1987

TO: Chris Olson  
Rules Committee Chair

From: *Jenkins*  
Vivian Jenkins Nelsen  
Training Advisory Committee Chair

RE: A Rules Change Proposal

Our committee would like to propose the following rule change:

Each department, unit or college is required to have a policy statement regarding training and development for all levels of employees and set both performance and training goals at the annual performance appraisal.

After much discussion, it is our concensus that the University needs to strengthen its stance in this regard. I have enclosed the relevant rules but have not looked at the changes that this new rule implies relative to the old ones. Please feel free to help us phrase this new rule so that the sense of it comes through clearly. If you have questions, please contact me or Avis Julien. Thanks.

## Civil Service Rules

Rule 8; p. 16

### Continuing Education

Employee training shall be provided to better equip the employee for the performance of his/her present duties. Employees shall be allowed the opportunity, within the limits of these rules, to expand their promotional possibilities. (See Rule 11, Section 7; Rule 3, Section, 4.)

Rule 11, Section 7; p. 26

### Leave of Absence With Pay

Upon approval by his/her department head, an employee shall be granted a leave of absence with pay for:

Service on a jury, provided he/she is regularly employed at a designated percentage of time of 50% or more. An employee serving on a jury is expected to report for work during any work hours when the jury is recessed. He/she may be requested to render some additional services to the department in order to minimize the interruption of service caused by his/her absence, but is not to be paid overtime or be otherwise compensated in addition to regular pay for such services.

Voting in any state-wide general election, or in any election to fill a vacancy in the office of Representative in Congress during the forenoon of such election day.

Appearance before a court, legislative committee, or other judicial or quasi-judicial body as a witness in action involving the federal government, the state of Minnesota, a political subdivision thereof or the University, in response to subpoena or other direction by proper authority.

Attendance in court in connection with an employee's official duty. Such attendance shall include the time required in going to the court and returning to the employee's headquarters. Any absence, whether voluntary or in response to a legal order to appear and testify in private litigation, not as an officer or employee of the University, but as an individual, shall be taken as vacation leave, or as leave of absence without pay, or as deduction from authorized accumulated overtime.

Tour of duty in the reserve armed forces of the United States or National Guard, not to exceed 15 work days per Military Year (Oct. 1-Sept. 30).

Attendance at professional and scientific meetings and other approved education activities.

Educational leave for not more than four hours per week (or more if makeup schedule for additional time is approved by supervisor); to be used for such purposes as attending class on a Regents' Scholarship.

Compensation for hours not worked or for extra hours worked due to University wide or individual campus closings for weather or other emergencies is covered in an emergency closing policy and procedure document. Contact the Personnel Department or your provost's office for a copy of the current document.

Rule 3, Section 4; p. 7

#### Employee Rights and Responsibilities

Employees shall have the right to:

Obtain one copy of these Rules upon request to their supervisor or the University Personnel Department.

Obtain information from supervisors and administrators clarifying supervisory lines of responsibility; specifying the tasks, duties, and responsibilities of their positions; establishing standards of performance expected in their work; and communicating how well they are doing in their work and what they can do to improve.

Grieve supervisory action as defined in Rule 14.

Spend a reasonable amount of time in University service: on departmental, collegiate or University committees, governance bodies, etc. Arrangements for time off from work must be made with and agreed to by supervisors.

Employees are charged with the duties and responsibilities of:

Performing the tasks assigned to them by their supervisors in accordance with work standards established by supervisors and administrators and developing work and personal habits that contribute to the performance of work in at least an up-to-standard manner and that do not involve the University in loss of time, property or reputation.

Seeking to communicate with their supervisors to clarify their understanding of departmental work rules; of organization of work; of supervisory lines of responsibility; of tasks, duties, responsibilities assigned to their positions; of standards of performance; of how well they are performing their work and what they can do to improve.





UNIVERSITY OF MINNESOTA  
DULUTH

Library and Learning Resources Service  
10 University Drive  
Duluth, Minnesota 55812-2496

218  
726-8733

December 17, 1984

Roger Forrester  
Acting Director  
University Personnel Department  
150 Administrative Service Center  
1919 University Avenue  
St. Paul, Minnesota 55104

Dear Mr. Forrester:

The University of Minnesota, Duluth Professional Staff Council has proposed a sabbatical leave policy for the Civil Service professional staff, the schedule A and MSP classifications. The UMD Administration, both the Chancellor's Group and the Deans, endorsed and recommended this proposal for consideration by Central Administration and the Board of Regents. Although the proposal has been referred to William Thomas by Dr. Roger Benjamin, the UMD Professional Staff Council would like to encourage Personnel and the Civil Service Committee to consider this matter this year. I understand that the Civil Service Committee is considering rule changes this year. I also understand that the next cycle for rule changes is another two years away.

I would appreciate hearing from you on the status of this proposal before January 30, 1987, so that I may report on this at the Council's next meeting.

I have attached a copy of the proposal for you. Please contact me if you have any questions about this proposal.

Sincerely,

Jeanette M. Mueller  
President  
Professional Staff Council

Enclosures

cc: William Thomas  
Raleigh Kaminsky

PROPOSAL

PROFESSIONAL STAFF COUNCIL  
PROPOSED PROFESSIONAL DEVELOPMENT LEAVE POLICY  
University of Minnesota, Duluth

The Professional Staff Council, UMD, proposes the establishment of a professional development leave policy for professional civil service staff. Professional civil service includes all employees holding Schedule A or MSP civil service appointments.

Professional development leave program is intended to provide opportunities for professional civil service staff to develop and enhance performance and contributions to their unit and its mission. Benefits of this nature is important to the university in attracting, hiring and retaining professional staff.

A paid leave could be used to conduct special studies, or in some other way undertake planned activities related in a substantial manner to the staff member's role or potential role in the University.

Funding of professional development leaves shall be the budgetary responsibility of the unit involved. No central monies are requested for designation as replacement costs.

August 21, 1986

Attachments: 1. Professional Staff Council Constitution  
2. Proposed Professional Development Leave Policy

Attachment #2

PROFESSIONAL STAFF COUNCIL  
PROPOSED PROFESSIONAL DEVELOPMENT LEAVE POLICY  
University of Minnesota, Duluth

Purpose

The Professional Development Leave Program is intended to provide an opportunity for professional civil service staff to develop and enhance performance and contributions to their unit and its mission.

Benefits

For many years the faculty at UMD has enjoyed and made productive professional use of the sabbatical leave program in their teaching and research. We believe the professional civil service staff at UMD would benefit professionally from a similar sabbatical system. The benefits that could be derived from such a program include the following.

1. Increase UMD's ability to attract and retain high-quality professional civil service staff.
2. Encourage professional civil service staff to pursue further education and training in their field thereby enhancing the employee's contribution to the University.
3. Increase morale and productivity among professional civil service staff.

Professional Development Activities

Activities undertaken during a leave must be demonstrably related to the betterment of an applicant's department or professional position. Development activities include:

1. Studies substantially related to the position and/or positions.
2. Exchange and/or loan programs.
3. Unpaid internships. *Why not paid if they take an unpaid leave.*
4. Research leading to or resulting in publishing.
5. Contributions to the field of applicant's current employment.

Terms and Conditions

Professional development leaves are awards, dependent upon the merit of the proposal and the availability of funds, and are not a benefit to which individuals are entitled based only upon length of service. All leave requests are evaluated to assess both individual and relative merit.

Professional civil service staff include all civil service employees who hold a Schedule A or MSP appointment. To be eligible for a paid professional development leave an employee must have completed at least six or more years of

employment pursuant to either a nine-month or a twelve-month, full-time regular, recurring appointment (or after the completion of six years of such employment following the most recent sabbatical leave).

Application for a paid professional development leave shall include detailed written plans for activities to be undertaken and anticipated benefits to be obtained. Applications shall be made through the appropriate unit head. The purpose of the program shall be consistent with the benefits of the program outlined above.

The employee shall agree in writing to return to the University for at least one (1) contractual year (9 months or greater) full-time service upon completion of the professional development leave. In the event that the employee fails to substantially fulfill the plan upon which he/she was granted a professional level, or fails to return to the University for the said service, the employee shall refund to the University such funds awarded during the professional level period except in the cases where layoff prevents the employee from returning.

Professional development leaves may be granted for three (3) consecutive months at full base salary, for six (6) to twelve consecutive months at one-half (½) pay.

It is the responsibility of the unit granting the leave to determine how replacement costs will be provided. No central monies are requested.

Employees on professional development leave may accept scholarships, fellowships, grants, or employment during the leave, provided that the scholarships, fellowships, grants, or employment provide experience which serves the purpose of the sabbatical leave, and provided that the total compensation to the employee from employment and sabbatical leave pay does not exceed his/her regular monthly salary.

Employees shall be eligible for continued group insurance and benefits during the professional development leave.

#### Reporting

Employees shall be expected to submit a written report of activities following the leave. Reports of leaves will be submitted to the appropriate Vice Chancellor upon request for review in conjunction with the evaluation of the professional development leave provision.

August 21, 1986

#4A:T1

UNIVERSITY OF MINNESOTA, DULUTH  
THE PROFESSIONAL STAFF COUNCIL

I.) The purpose of the Professional Staff Council is to:

- 1.) Be an advisory body to UMD administration.
- 2.) Be a liaison for input from Professional Staff to Campus Governance, Campus Assembly and to other constituencies on issue of concern to professional staff concerns.
- 3.) To provide input in the selection of professional staff representatives on Campus committees as stated in the UMD Campus Assembly Constitution.
- 4.) To be an advocate for general professional staff concerns.

II.) Operating Procedures:

- 1.) Election of Officers: Professional Council members shall be elected by members of the UMD Professional Staff. This council shall consist of 12 members and be elected each Spring Quarter. Term of membership shall be for 2 years. Members may be elected for more than one term.
  - a.) Elected delegates to the Campus Assembly Committees will be considered ex officio members of the Professional Staff Council.
- 2.) The elected members of the council will elect the President, V. President and Secretary each Spring. These offices shall be held for one year and a person can serve in each office for a maximum of 4 consecutive years.

The President shall:

- a.) Set up meetings of the P.S.C. and chair meetings.
- b.) Set agenda for meetings and circulate agenda items to P.S.C. one week prior to meeting.
- c.) Shall bring such items as the P.S.C. determines to the Administration, Campus Assembly, UEA and Student Association and to other constituencies.

The Vice President:

- a.) Shall in the absence of the President preside at meetings and perform the President's duties.

- b.) Shall be parliamentary using Roberts Rules of Order (revised).

The Secretary:

Shall record minutes of all P.S.C. meetings and submit a copy of these minutes to all P.S.C. members and to other constituencies as determined by council members.

The Professional Staff shall meet twice Quarterly - first two weeks and last two weeks of each quarter. One meeting shall be held each summer. Members shall submit agenda items to the president.

Roberts Rules of Order unless otherwise stated in these documents shall be followed.

- 3.) An election sub-committee will be established each Spring to solicit the UMD Professional Staff for election to the P.S.C.
- 4.) Vacancies on P.S.C. due to resignation shall be filled by the person with the next highest number of votes received during the previous election. If a candidate is not available from the previous election, the P.S.C. will elect a candidate from nominations from P.S.C. members.
- 5.) A quorum is defined as a simple majority (u.7).
- 6.) A simple majority (provided a quorum is present) is needed to change the by-laws.
- 7.) All persons shall be entitled to speak at P.S.C. meetings at the discretion of the chair.
- 8.) All P.S.C. meetings shall be open.
- 9.) Only members of the P.S.C. shall be entitled to vote on any issue.
- 10.) A member of the administration shall meet periodically with the council.

## FINAL REPORT FORMAT

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Summary of discussions and identification of issues

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(A separate page for each recommendation)

**Priority #** 5      **Recommendation** Management training and mentoring be provided for non-managers and that orientation, training and mentoring be provided for all new managers.

**Rationale:**

Both civil service and faculty managers need need orientation, training and mentoring in order to be effective within the system and to maximize their supervisory relationships with the workers who are their supervisees. A great weakness in the system is the fact that only civil service employees are trained by the Personnel department's human resource development department. Faculty and administrative staff seem aloof from the very necessary training to manage within this highly complex setting. Further, the fact remains that training could be enhanced with mentors available to assist the new manager.

**Cost/Benefit to University:**

A major savings in staff time and efficiency.

- cost to University of implementation
- benefits/risks
- pluses/minuses in terms of money, time, human resources

Study will be needed to asses the time and money needed to implement such a plan.

**Implementation Analysis and Strategies:**

- who or what has to change and in what order to meet these goals
- what are the internal/external forces that help/hinder

The director of Personnel and the President of the University need only to agree that this kind of program is needed and implement it.

\*Supplementary materials may be added as appendices to the report.

## FINAL REPORT FORMAT

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**Priority # 6                      Recommendation**

An annual schedule or comprehensive resource guide listing training and development opportunities both on and off-campus be available to all employees.

**Rationale:**

In order for employees to take advantage of current opportunities for professional development, they must search out a number of catalogues and brochures which many simply do not have access to. By centralizing such a resource the University may very inexpensively steward its resources and enrich the opportunities available to staff.

**Cost/Benefit to University:**

- cost to University of implementation
- benefits/risks
- pluses/minuses in terms of money, time, human resources

Cost of publication minimal, no risks and <sup>only</sup> pluses in the enhancement of the workforce.

**Implementation Analysis and Strategies:**

- who or what has to change and in what order to meet these goals
- what are the internal/external forces that help/hinder

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## FINAL REPORT FORMAT

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Priority #   7                        Recommendation

University contract for career pathing services with a firm specializing in same to offer such services to employees at a discount.

**Rationale:**

Civil service employees should have the opportunity, like faculty, to map their careers particularly within the University. The tenure tract offers a clear-cut route for a career path, but the civil service employee often has a longer relationship with the University than faculty but little direction in how to plan a career rather than a succession of jobs. The private sector has the freshest ideas and most experience in providing services of this kind, and if the University is to be competitive with the private sector, employees should have such services available to them.

**Cost/Benefit to University:**

- cost to University of implementation                      minor(staff time)
- benefits/risks    Draw and retain first-rate employees
- pluses/minuses in terms of money, time, human resources

Employees would use their own money and time to participate.

**Implementation Analysis and Strategies:**

- who or what has to change and in what order to meet these goals
- what are the internal/external forces that help/hinder

The Personnel Director could meet with firms such as CHART or WOW (Working Opportunities for Women) to negotiate lower rates for such a service (similar to the American Express card service).

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## FINAL REPORT FORMAT

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**Priority # 8 Recommendation**

Organize a Big Ten University conference on civil service matters, especially those related to training and development.

**Rationale:**

The civil service employee organizations of each of the Big Ten Universities operate in splendid isolation from each other. It is certainly time for those groups to meet to ascertain what the major issues are that are facing the professional staff member and what gains have been made in professionalizing the work forces of the various Universities. In canvassing the Big Ten on the need for staff training, all the University presidents went on record recommending staff training and development. A conference would be a way for us to find out what others are doing without reinventing the wheel---and to encourage those that are doing a good job to continue, and those that aren't to start.

**Cost/Benefit to University:**

- cost to University of implementation                    minor
- benefits/risks    Enhance the workplace.
- pluses/minuses in terms of money, time, human resources

This would be a small conference with major impact for the next decade.

**Implementation Analysis and Strategies:**

- who or what has to change and in what order to meet these goals
- what are the internal/external forces that help/hinder

One civil service group in conjunction with the Personnel Director could offer to host such a group and limit the attendance to less than 100 persons at cost.

\*Supplementary materials may be added as appendices to the report.

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