UAF Training and Employee Development Business Case

Project Background and Purpose

The campus community has long lamented about the lack of a centralized location to find training requirements or opportunities at UAF. Instead, training has been scattered across disparate websites around UAF and conducted by various departments with inconsistency.

UAF is implementing a comprehensive, accessible and innovative training program empowering UAF employees to pursue career development or career change, accomplished through partnering with experts and providing a clear and relevant roadmap, with trackable and meaningful outcomes.

TED Team Members

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Current Process – Major Areas of Inefficiency or "Rubs"

1. A comprehensive approach to employee training currently does not exist
2. Many respondents don't see training and development as an institutional priority
3. No centralized or decentralized training strategy
4. Training needs are not defined by departments
5. Supervising for Success workshop is not sufficient in all areas, more in depth topics should be identified and offered
6. Online training is difficult to navigate and may not be an effective learning method as deployed
7. There are not enough skilled trainers on campus; some current trainers may need additional skill development
8. Training is inconsistent in departments, and relies on existing level of unit knowledge
9. There is no overlap with departing employees; incoming hires may have no trainers available in their department
10. There are no clearly established best practices for training
11. There are minimal tools, resources, or trainers in certain offices to conduct training
12. There is no centralized tool to track employee training and performance
13. There is no easy ability to report accurately on training
14. There are no UAF-wide training standards or curricula

15. Supervisors are required but are not held accountable for conducting performance evaluations on an annual basis
16. Employees are unaware how the UAF institutional goals align with their individual goals
17. Support is not being offered to supervisors or employees to conduct evaluations
18. Only 27% of respondents to the Huron survey "strongly agree" or "agree" they understand how to advance their career
19. Employee career development plans are not followed with consistency
20. Departments are operationally-focused "doing more with less" and not geared towards the future

Summary of Findings – Data Collection & Survey Feedback

The TED team began by surveying UAF employees currently engaged in offering training, to gauge current practices for delivery and tracking (initial informational survey). A more comprehensive survey was conducted by Huron consultants to identify training needs and gaps, as well as to identify current barriers to effective training delivery and performance management.

Initial informal survey feedback:

Comments are supplied in Appendix A.
1. Initial survey sent to UAF training stakeholders, 33 respondents
2. There is no consistent mechanism in use for tracking training and feedback
3. At least 12 different mechanisms are used to track training and feedback while 30% do not use any mechanism to track training and feedback
4. No work-related trainings are available at rural sites/campuses
5. Trainings are not staffed or publicized sufficiently

UAF Training Survey (Huron) Feedback
1. Top 5 requested training resources:
    a. A center employees can go to for advice
    b. A schedule for employees to follow
    c. A roadmap to follow their career path
    d. Better resources available online
    e. Mandated supervisory training required to conduct performance reviews
2. 77 of 239 (32 percent) interested in doing more/growing skills
3. More individuals moved within UAF or UA due to promotion (69 responses) vs. lack of supervisory guidance/mentoring (32 responses)
4. Most respondents either "Agree" or "Strongly Agree" (48 percent) with institutional onboarding processes. However, 35 percent responded "Neutral" to institutional onboarding. This may reflect that many are not familiar with the team onboarding. Instead they may be more familiar with orientation
5. More than half (56 percent) agree there are training opportunities available; however, 40 percent either are "Neutral" or "Disagree". Once again, "Neutral" may simply mean that they are not sure what is available to them

6. Most indicated "Neutral" (38 percent) or "Disagree" (26 percent) that the processes and systems are in place to help manage their development
7. Only 27 percent "Agree" or "Strongly Agree" they understand how to advance their career while 44 percent "Disagree" or "Strongly Disagree"
8. 17 of the 68 (25 percent) who have not received an evaluation in the last year also have not received an evaluation in the last five years
9. Three out of every five (60 percent) supervisors want employees to follow career development plans, although only three percent currently follow one
10. Two out of three (64 percent) said they completed Supervising for Success

Recommendations for Training Improvement

The following recommendations address several training areas where UAF process change or more broad policy change may result in improved processes.

Internal Process Changes

1. Centralized website for training opportunities (DONE); to be transferred to Training Center (or HR) staff for updating and maintenance. A centralized website allows employees to easily identify and access needed trainings, reducing barriers to completion. In order to stay current and useful, the site needs defined ownership and responsibility.
2. Searchable peer expert database to facilitate knowledge sharing (DONE); to be transferred to Training Center (or HR) staff for updating and maintenance. The peer database allows employees to tap into expert knowledge that has traditionally been siloed. In order to stay current and useful, the database needs defined ownership and responsibility.
3. Create training and development roadmaps based on job family to help employees find which trainings may be most helpful based on their role; administrative job family template is available online. These maps will be available on the training website in an editable form so that employees and their supervisors can customize based on specific job functions.
4. Develop/implement a centralized comprehensive, user-friendly tracking system for training needed/completed, including easy reporting for supervisors, administrators, and employees.
   a. At present the University is implementing PageUp (HR Software for Workforce Development) which has a module that will be used as a centralized onboarding, training tracking, and performance management system (implementation beginning Summer/Fall 2016). The TED team evaluated a multitude of tracking systems for training and employee development, based on needs identified in Appendix B. PageUp manages the full employee lifecycle, recognizing that onboarding, training, development, and performance are tightly integrated functions.

Internal Policy Changes

1. UAF training website should be referenced in the Required Training Attendance Policy - UAF Policy 04.07.010
2. UAF should establish a policy for professional development to encourage and support employee growth and maintaining/increasing employee expertise in needed skills.

    a. Specify a minimum time (by percentage of effort) allowed for work-related development activity, requiring supervisor support and agreement on content.

3. Performance Evaluation recommendations
    a. All supervisor position descriptions need to be updated to reflect responsibility for completing annual employee evaluations.
    b. A shortened standard performance evaluation form would address 4 of the main obstacles to completion identified in the Huron survey. Development of this form is underway with UAF HR and should be standardized across UAF.
    c. Supervisors and management need to be held accountable for the completion of annual evaluations. As UAF's ability to track and report on completion improves through the implementation of PageUp, our ability to hold management accountable for completion increases. Identifying performance evaluations as a core responsibility of a supervisor's job will clearly establish accountability.

Create a UAF Professional Development and Training Center (PD&TC)
To provide UA staff with a centralized location or system to take control of their training and professional development needs.

Structure
This structure would ideally be executed using a phased approach. The first step is to aggregate all training courses offered at UAF on a centralized website (this has been completed). The second is to implement training course offerings, tracking, and evaluation within PageUp (my UA). The third step is to extend that concept outside of PageUp and open/operate a training center that is functionally located within Administrative Services. This would allow unit deans/directors and supervisors to align their unit goals with overall UAF training objectives. A sample organizational chart is attached in Appendix C.

The TED team reviewed the two training structure models suggested in the Huron report (see Appendix D). Huron recommends a structure housed within Human Resources (Model #1), however TED recommends the PD&TC be a separate office working closely with HR and EHSRM, as well as Faculty Development and eLearning. Key benefits of this model that should be preserved regardless of structure are:

- Training will not be siloed in HR; a distinct office more easily works across functional borders
- Higher profile reflects institutional priority
- Dedicated staff resources will not be redirected during high processing times
- Distinct mission separate from compliance, transactions and performance management

Functions/Services
- Guidance - match an employee's training needs to existing offering, offer advice on career development or career laddering

- Training Coordination- scheduling training sessions for both trainers and employees seeking training, tracking training completion, responsible for evaluations
- Curriculum Coordination- create content/courses for training needs and opportunities
- Guide new employees through the mandatory training needed, plus any training relevant to their new position
- Develop training goals and plans in coordination with unit delegates and dean/directors
- Track training needed/completed for all UAF employees, send notices as needed to employees and supervisors
- Coordinate with cross-campus training stakeholders to ensure all training requirements and needs are met
- Keep website updated with most current and relevant information

Positions
- Initial staffing requirements: Two FTE dedicated to above responsibilities (training advisor and IT specialist/instructional designer)
- Ultimate staffing recommendation: Four FTE allowing for specialized skill sets (including curriculum/content specialist, trainer support).

Resources
- Staff time saved tracking (Currently 376 hours/month - approximately two FTE based on sampling)
    Research Units and School Admins 240 hours/month
    PPA 20 hours/month
    EHSRM 116 hours/month
- Time saved recruiting, hiring and training (higher employee retention)
- Consider resource sharing with eLearning (instructional design)
- Consider merging with Office of Faculty Development (director position)
- Staff savings in offices that currently develop and deliver training may be redirected towards PD&TC support

Conclusion
After multiple surveys and input from the UAF Community, it was determined training was in grave need of process improvement. Tracking is inconsistent, training can be difficult to find and determining what training is needed for career growth is a difficult process.

As first steps, TED accomplished the following early releases:

1. Consolidated current training to a single web page and common training calendar to decrease employee frustration when searching for required and available training, as well as a single email address for training related questions.
2. Created an expert database to facilitate the sharing of expertise across departmental silos.
3. Developed training map templates based on job families to guide employees on trainings that can help them develop their skills to the next level.

Clear ownership and responsibility for maintaining these products must be defined to ensure they are useful and accurate going forward.

The team additionally evaluated models for best delivering and tracking training and supporting employee development. A learning management system (LMS) is needed to improve tracking and employee and supervisor accountability. The LMS system provided by PageUp, the HR recruiting tool purchased by UofA, has been determined to meet most expectations TED had for a LMS. Having PageUp in place will reduce hours spent on tracking and allow for a clear roadmap to be put in place for employee development. Supervisors can also use PageUp to ensure all required trainings are being completed for compliance and regulatory purposes.

Finally, TED's ultimate goal is to institute a Professional Development and Training Center (PD&TC). The PD&TC would provide a place for employees to discuss their training roadmap with a Training Coordinator that can properly guide them to the appropriate training needed in their current positions and help employees grow with professional development. The PD&TC would continually work with on campus departments to maintain and develop current and up to date training. Establishing ownership and a committed resourcing plan will ensure that this needed resource can support employees and maintain needed skills during the current fiscal challenge.

Next Steps
The TED team initially identified establishing the PD&TC and developing needed trainings to address current gaps as changes needed to improve training and development at UAF. These activities may best be addressed as a Phase II project led by the identified owners of the PD&TC model.

Appendix A. Selected comments from Initial Training Survey, re: Delivery and Tracking

1. "No work related trainings are available at our rural campus other than the required employee safety trainings online and some IT training. New employee training is held at UAF Fairbanks if travel funds are available.

2. "Lack of sufficient staffing makes offering person-based (e.g., trainer) training on a regular basis difficult, if not impossible, to sustain. To our customer (student) base, this is frustrating."

3. "If there are trainings, they are not clearly publicized."

4. "I would love to have training available online and accessible when UAF employees need the training. This way travel trainings could meet the need on an individual basis without having to commit the personnel time for such flexibility. Also streamlining of access would be great too. When someone wants to do a training access to a training environment should be instant then after completion they would receive access to production as close to real time as possible."

Appendix B. Learning Management System Features

Feature	Must Have	Nice to Have	End User	Instructor	Supervisor	Administrator
Tracking and reporting	X		X	X	X	X
Auto feed required compliance core and appropriate job family/level trainings for position		X				X
All trainings listed by job family/level and can be easily found by a click of the position	X		X		X	X
Completion tracking for incentives	X		X		X	X
Alerts employee to new trainings in position and new compliance core		X	X			X
Required compliance training completed before moving onto job function trainings		X	X		X	X
Supervisor access		X			X	X
Automatically grant Banner accesses (Banner general, TEM, etc.) upon completion		X				X
SCORM & AICC (& xAPI) e-Learning Standards Compliant - allows use of 3rd party vendor training videos/modules.	X					X
Ability to set "priority" of courses; some can be assigned to employees as "optional", priority 1 courses MUST be completed (i.e., certain safety courses, or compliance courses such as HIPAA for HR, etc.)	X				X	X
Ability to create "Teams" for course assignments.	X			X	X	X
Ability for employees to sign up for classes, CBT (computer based training) or FTF (Face to face) online; must be able to set class sizes to limit enrollment for FTF classes.		X	X			X
Ability to TRACK & RECORD rosters from class sign ups and give quick credit after the class based on roster. (If all attend, one button to credit all, but ability to change class dates or add participants after the class.)		X		X	X	X
Ability to set up pre-requisites managed by the LMS; i.e., LMS won't allow an employee to take Level II (CBT or sign up for FTF) if they have not completed Level I.		X			X	X
Ability to set up course assignments with Primaries and Refreshers with frequencies, etc.	X				X	X
Ability for employees able to dowload a record of their completed training.		X	X		X	X

Feature	Must Have	Nice to Have	End User	Instructor	Supervisor	Administrator
LMS Admin can set number of tries on a test for employees before they are "locked out" and require supervisor approval to override.		X				X
Ability for employees (i.e., Awareness courses) to see correct answers for what they missed after scoring.		X	X	X	X	X
Ability for additional types of "tests" (i.e., Checklists for "walk-throughs" or "performance demonstrations.")		X		X		X
Online Tests/checklists can be proctored by supervisors w/administrator/director approval.		X		X		X
Ability for supervisors to see their employees' training progress.		X			X	X
Administrator can set preferred (& preferably multiple) email notifications for number of days before due dates, on due date, after, etc., with flexibility on who is emailed at what point. (Supervisor before; Director after, etc.)		X				X
Ability to create test "question banks" and customize tests to various groups/teams. e.g., one test can use 5 set questions from the question bank, and another 5 randomized from the QB for awareness tests, increased number or difficulty of questions for Subject Matter Experts (i.e., electricians vs. general electrical safety awareness.) LMS administrator sets up test to preferred number of multiple choice, T/F, etc.)		X		X		X
Allow new employees to access training before Banner feed of new employee data. (Allow manual set-up & merge of employee records.)		X	X			X
Allow non-employees (volunteers, contractors, etc.) to access training w/o Banner feed.		X	X			X
Allow for importing prior training completions. (Intelex, Skillsoft, etc.)	X					X
Allow for incorporating non-UAF training completions/grandfathering when approved. (Prior employer OSHA training, etc.)		X				X
Training Delivery on mobile devices. (A lot of Shop personnel don't have PCs but work from iPads.) tw		X	X	X	X	X
Hosted	X					
Google/Outlook (etc.) Calendars auto-populated with scheduled classes.		X			X	

![University of Alaska Fairbanks logo]

Appendix C. Sample Organizational Charts for Professional Development and Training Center
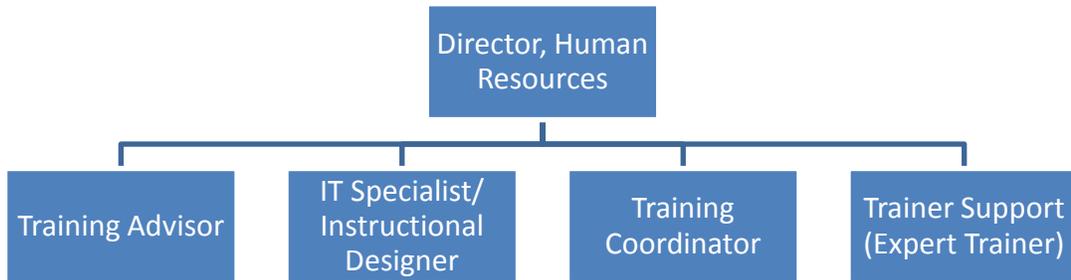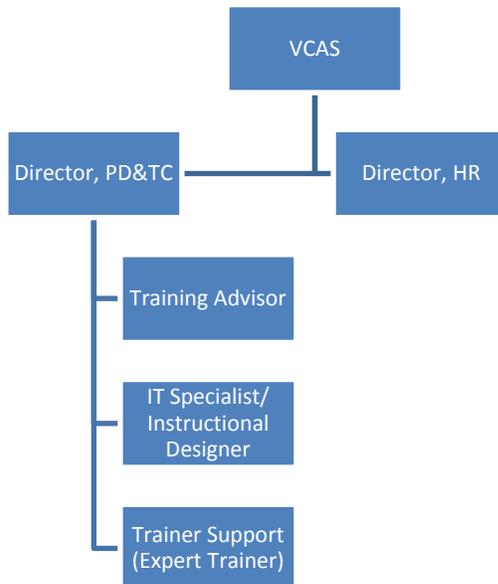
Figure 1. Integrated within Human Resources

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                    Director, Human
                        Resources
    ┌──────────────┬──────────────┼──────────────┬──────────────┐
Training Advisor  IT Specialist/   Training      Trainer Support
                  Instructional    Coordinator   (Expert Trainer)
                  Designer
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Figure 2. Peer Office to Human Resources

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                        VCAS
            ┌─────────────┴─────────────┐
      Director, PD&TC            Director, HR
            │
            ├── Training Advisor
            │
            ├── IT Specialist/
            │   Instructional
            │   Designer
            │
            └── Trainer Support
                (Expert Trainer)
```

Appendix D. Huron Suggested Models for Training Center

The full report from the Huron UAF Training and Employee Development Survey is available online HERE.

Two Models: Organizational Development and Training

Huron CONSULTING GROUP

Based on respondent feedback, interviews and our understanding of UAF's current operating environment, Huron's recommendation is for UAF to formalize the employee training function and organizational development function within the existing Human Resources area.

Beyond skills training, this would also encompass critical components including career development areas such as coaching and mentoring. This function would also work directly with institutional departments in a collaborative nature to address leadership and team development needs, conduct organizational assessments, and align departmental goals and strategy with those of the organizations.

Model #1: Housed with Human Resources (Recommended)	Model : 2: Separate / Distributed Entity
• In most large institutions, organizational development and training is housed within Human Resources because they are so closely aligned.	• Institutions that separate organizational development and training do so for strategic purposes. Leadership makes a statement to the institution in elevating this function as a separate department in which the director (or similar title) serves in a senior leadership role.
• Given the current organizational structure in Human Resources, the person overseeing this function would be at the associate director level (as a minimum) with a director title being the recommended.	• The disadvantage of this model is the silos that are created between HR and an office of development and training (OD&T.)
• The organizational development and training team would work closely with the senior consultants to identify opportunities across UAF and propose solutions to address the needs.	• While it is expected that each entity work together to meet the needs of the institution, many times there are uncertain or ill defined roles and responsibilities.
• Currently, a dedicated training resource is highly focused on the research functions of the university. HR must determine if the incumbent is the appropriate individual to lead this expanded service to the community.	• If determined to be a separate entity, this would require more resources including administrative support if initially compared to centralizing the function within Human Resources.

Regardless of the model selected by UAF, the individuals who were identified as the "go to experts" across UAF should be engaged to further understand how their skills and interests will help to address the campus training and development needs.

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