

# UW Staff Professional Development Survey

## September 2018

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### Introduction

In July 2017, the University adopted a five year strategic plan. One goal included in this plan is to “assure the long-term strength and stability of the University by preserving, caring for and developing human, intellectual, financial, structural and marketing resources.” This involves, among other things, providing and incentivizing opportunities for staff professional development. This report provides an overview of a survey conducted by Staff Senate to evaluate the needs and preferences of University of Wyoming staff members with regard to professional development opportunities.

### Methodology

A secure online survey was deployed via UW email to all classified staff members. In all, the survey was deployed to a total of 1,360 individuals. The survey was open for 4 weeks, and two reminder emails were sent out during that period. A total of 512 respondents completed the survey.

### Discussion of Findings

The survey revealed that current UW staff feel they would benefit from a wider range of professional development opportunities. Staff also report that they encounter several barriers when pursuing professional development.

### Skills

#### Hard Skills

Respondents expressed a stronger need for continuing education, technical skills training, and professional certifications than training in office technology and environmental and workplace safety (see results, page 6). In the written comments, a number of respondents identified specific software and information systems skills that would be most useful (e.g. SQL, C++, technical training on Banner, AVIXA, ESRI, etc.) as well as skill sets specific to professional positions such as video production, laboratory skills, and archiving. Numerous comments indicated that access to vendor training programs and attendance at industry conferences would be beneficial but are not currently accessible. Full written comments can be viewed beginning on page 15.

#### Soft Skills

Leadership development, effective collaboration, and problem solving/critical thinking were ranked as most beneficial in the area of soft skills (see results, page 7). Respondents who provided written comments also listed diversity and sensitivity training, effective interviewing, customer service and presentation skills, strategies for dealing with stress and conflict, and sign language as useful skills.

The supervisor skills that were ranked most beneficial include developing and mentoring employees, and handling difficult behaviors (see results, page 8). In written comments several respondents pointed to a better understanding of UW policy as requisite training for supervisors, and others suggested that diversity and sensitivity training should be integrated into supervisor training rather than administered separately. Full written comments can be viewed beginning on page 15.

## Format

In general, respondents showed a preference for in-person trainings as opposed to online trainings and webinars (see results, page 11). However, several individuals noted in written comments that in-person trainings may exclude staff who do not work on the Laramie campus.

Many written comments also noted that for professional staff, attending national or regional conferences or educational offerings would be most beneficial, but that this is not supported by UW's workplace culture and budgeting practices. In addition, the expectation in some campus units that staff members only engage in these forms of professional development outside of their regular work hours is prohibitive for staff in those units.

## Barriers

Scheduling conflicts and time spent away from office, lack of financial resources, and lack of incentive were ranked as the most likely reasons that staff do not engage in professional development (see results, page 13). Workplace culture and lack of funding were the most frequently mentioned issues in the written comments. Respondents note that some supervisors on campus are not supportive of staff development and that academic departments include development and travel funding in their budgets for faculty but not for staff. Stress levels due to high workloads were also cited as a factor. Finally, the lack of career ladders and pay incentive was frequently mentioned. Full written comments can be viewed beginning on page 18.

## Recommendations

Based on survey findings, Staff Senate has the following recommendations.

### Offerings

#### Software and systems

While the University currently offers extensive training in office software and other basic job skills, many staff members expressed a desire for more in-depth trainings on performing specific tasks within the software and information systems that are currently in use such as WyoCloud and the website CMS. Staff Senate recommends that each unit that is charged with administering a software platform or tool collect feedback from those staff who utilize their system in order to offer trainings that go beyond the introductory and broad general trainings and into the specific issues experienced by staff on a daily basis.

#### Technical and Professional Skills

Survey respondents reported that a lack of access to professional development opportunities for developing technical skills, continuing education, and professional certifications are the most pressing issues in regard to hard skills. While providing these opportunities internally is not practical in many cases, a number of steps can be taken to increase staff access:

1. Employees and their supervisors can work together to identify the technical and professional skills that are relevant and to identify appropriate training opportunities.
2. Technical and professional skill sets that are relevant for groups of employees spread across campus can be offered via outside vendors either on campus or online. This would be enhanced by timely communications to all impacted employees and would require department support for training supplies and time away from normal duties.
3. Professional development in technical and professional skill sets that are relevant for smaller groups or for individual employees can be obtained by attending industry workshops, courses and conferences.

4. Where appropriate, UW can partner with other state agencies to provide specialized trainings that are relevant to smaller groups of staff across agencies as a means of keeping costs down and building rapport.
5. An information hub on technical and professional training opportunities can be maintained to inform employees of relevant opportunities.

### Soft Skills and Supervisory Skills

Staff Senate recognizes that UW is currently in a transitional period with the new Employee LearnCenter coming online. We would recommend that the results of this survey be consulted as existing trainings in the areas of supervisory and soft skills are brought into the new system and new opportunities are created.

A number of respondents noted that, while skills such as effective leadership, workplace communications, handling difficult behaviors, and conflict resolution are traditionally included in supervisor training, they can be useful for all employees. In addition, some respondents suggested that embedding diversity topics in the soft skills and supervisory skills offerings would be a more effective means of handling diversity issues.

### Workplace Culture

Lack of an organizational culture that supports and encourages professional development is at the root of numerous issues reported by staff. Steps to address the culture include

1. Structuring staff positions so that development is factored into the workload.
2. Explicitly including staff professional development in the budgeting exercise in all campus units.
3. Ensuring that diverse employment groups are offered equitable opportunities (e.g. offering reimbursement for required continuing education to white collar and blue collar employees alike).
4. Broadening the perception of what constitutes professional development and working to identify training opportunities that would be relevant to various staff positions and employment groups.
5. Ensuring that there are opportunities for staff to bring back skills and knowledge gained in external development contexts and implement changes and efficiencies where appropriate.
6. Supporting staff in their efforts to access opportunities such as the employee tuition waiver and campus cultural events or guest speakers in order to implicitly communicate to them that they are valued members of a higher education community.

Making this cultural shift will require consistent and continuous communication directed to all levels and units on campus. While changes to organizational culture take time, a united and consistent message from administrators at all levels acts as an accelerator to the process.

### Staff Classification System

The current staff classification system is inadequate for identifying positions that need specific technical and professional skills, for providing a meaningful path for career progression, and for differentiating employees with special licenses or certifications within a classification group. Revamping the classification system to address these issues would not only remove barriers to professional development, but would also provide an incentive for staff to dedicate time to pursuing development opportunities.

### Conclusion

Staff Senate would be happy to work with administration on planning and implementing updates and additions to our professional development offerings and policies.

## Appendix I: Survey Questions

One role of the Staff Senate is to "involve staff senators in University administration and to increase awareness of staff problems and opportunities" (UW Reg 1-34). In order to enhance our effectiveness in communicating staff concerns, the Senate occasionally conducts staff surveys.

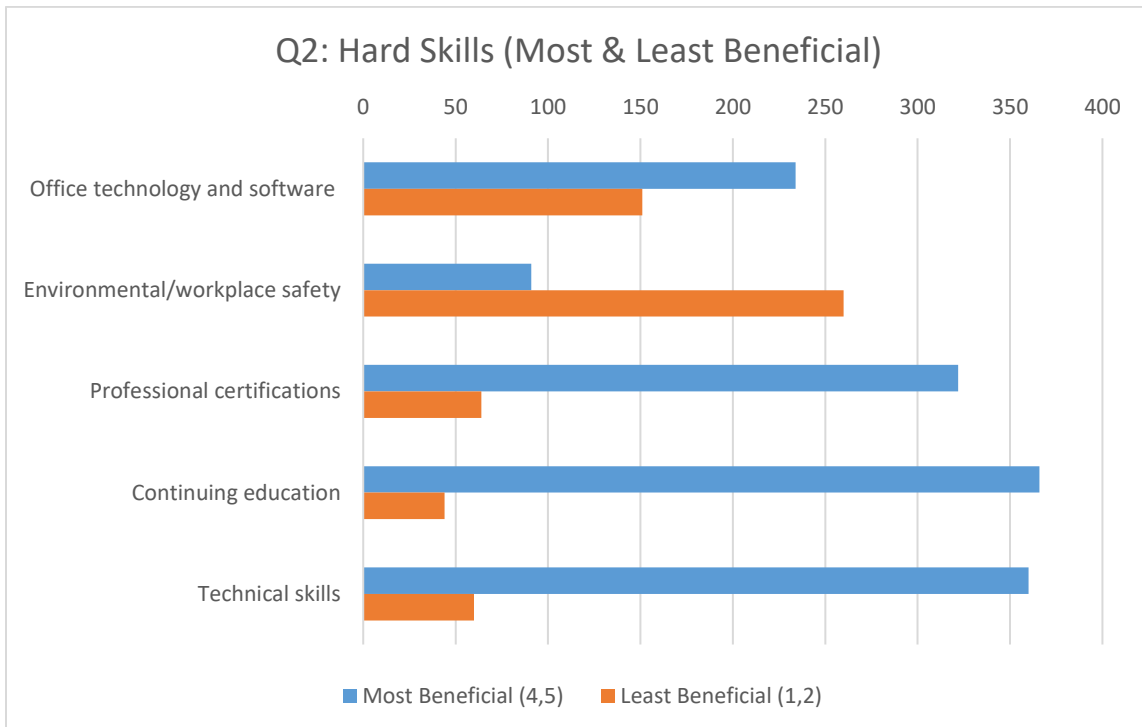
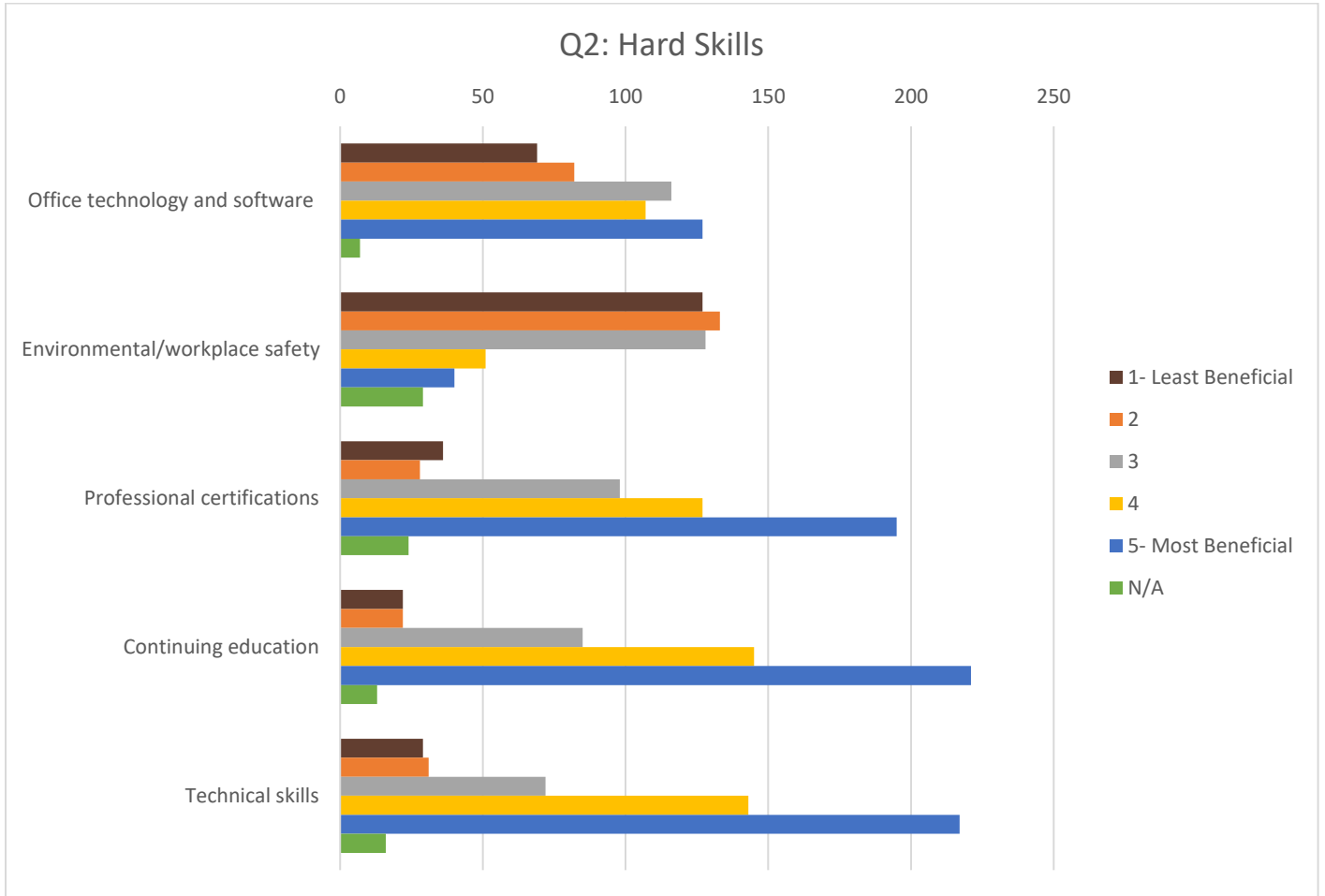
In this current survey, we are asking about your interest in and access to professional development. Your participation is extremely helpful and we thank you for taking the time to complete this survey!

1. Are you a full-time UW staff employee? (yes/no)
2. Please select the topics that would benefit you most in your current position at UW and/or in a position you would like to move into at UW (1- Least Beneficial – 5- Most Beneficial)
  - a. Office technology and software (e.g. Word, Excel, PowerPoint, Office 365, WyoCloud, etc.)
  - b. Environmental/workplace safety
  - c. Professional certifications
  - d. Continuing education
  - e. Technical skills (e.g. project management, technical writing, budget planning, scheduling, business intelligence, accounting, information security, research, digital communication, database management, etc.)
3. Please select the topics that would benefit you most in your current position at UW and/or in a position you would like to move into at UW (1- Least Beneficial – 5- Most Beneficial)
  - a. Interpersonal/communications skills
  - b. Personal effectiveness/time management
  - c. Leadership development
  - d. Effective collaboration
  - e. Problem solving/critical thinking
  - f. Personal wellbeing
4. Please select the topics that would benefit you most in your current position at UW and/or in a position you would like to move into at UW (1- Least Beneficial – 5- Most Beneficial)
  - a. Recruitment and hiring
  - b. Developing/mentoring employees
  - c. Evaluating performance
  - d. Writing position descriptions
  - e. Handling difficult behaviors
  - f. Strategic planning
  - g. Change Management
  - h. Managing and resolving conflict
5. Other training topics that would be beneficial to me
6. Please select the format that you prefer for training opportunities (1- Least Beneficial – 5- Most Beneficial)
  - a. In-person training
  - b. Online courses and tutorials
  - c. Online interactive webinars
  - d. Coaching/mentoring
  - e. Workshops
  - f. Small group learning communities

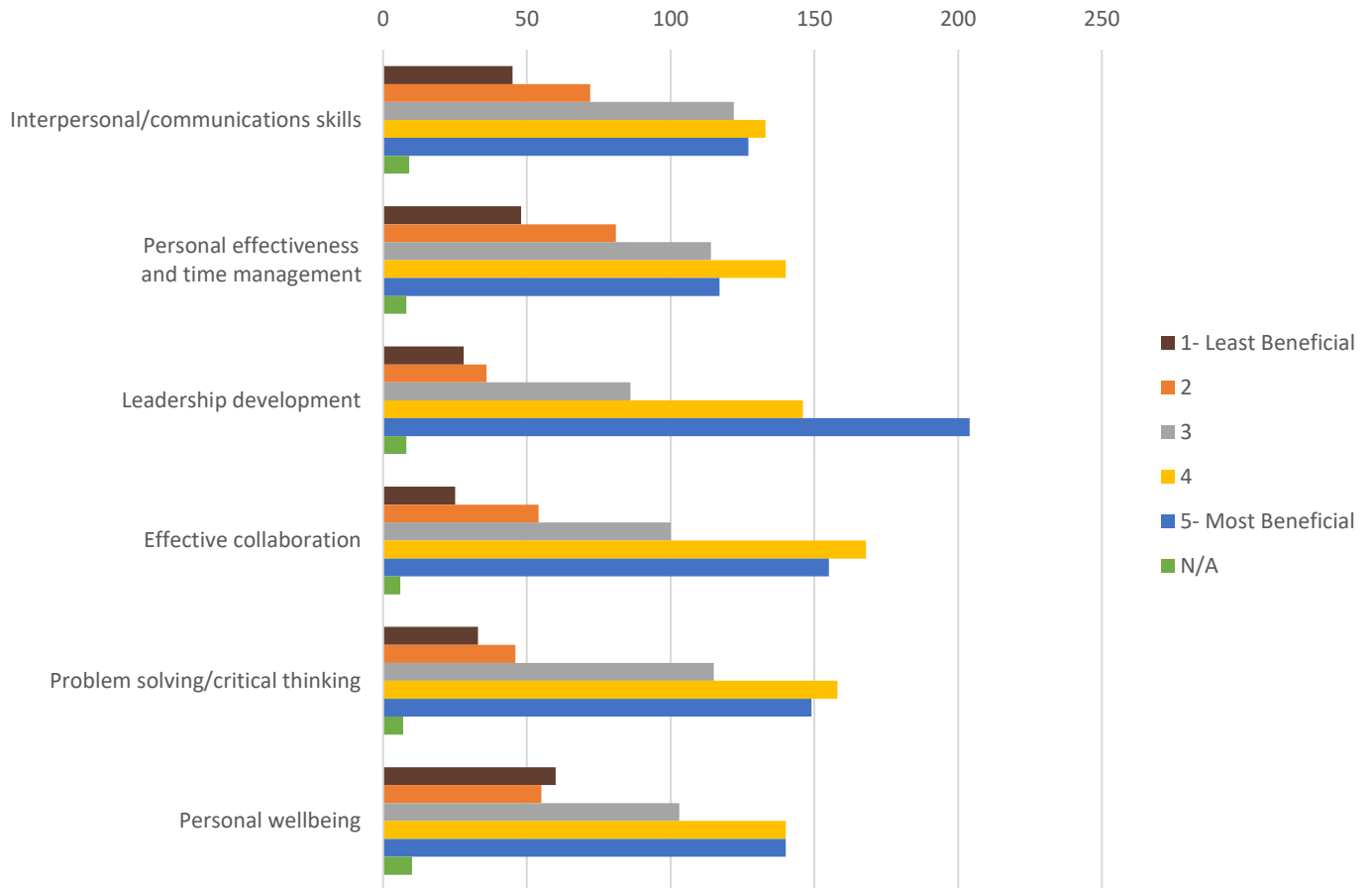
- g. Lunch and Learn
  - h. Industry conferences and educational offerings
7. Now please think about the barriers that would prevent you from pursuing professional development opportunities (1- Least Likely – 5- Most Likely)
- a. Scheduling conflicts/ time spent away from office
  - b. Lack of relevant training opportunities
  - c. Lack of information about training opportunities
  - d. Lack of financial resources
  - e. Lack of incentive (no career path, no recognition in performance evaluation, etc.)
  - f. Workplace culture
8. Is there anything else on the topic of staff professional development at UW that you would like us to know?

Thank you for taking the time to complete this survey!

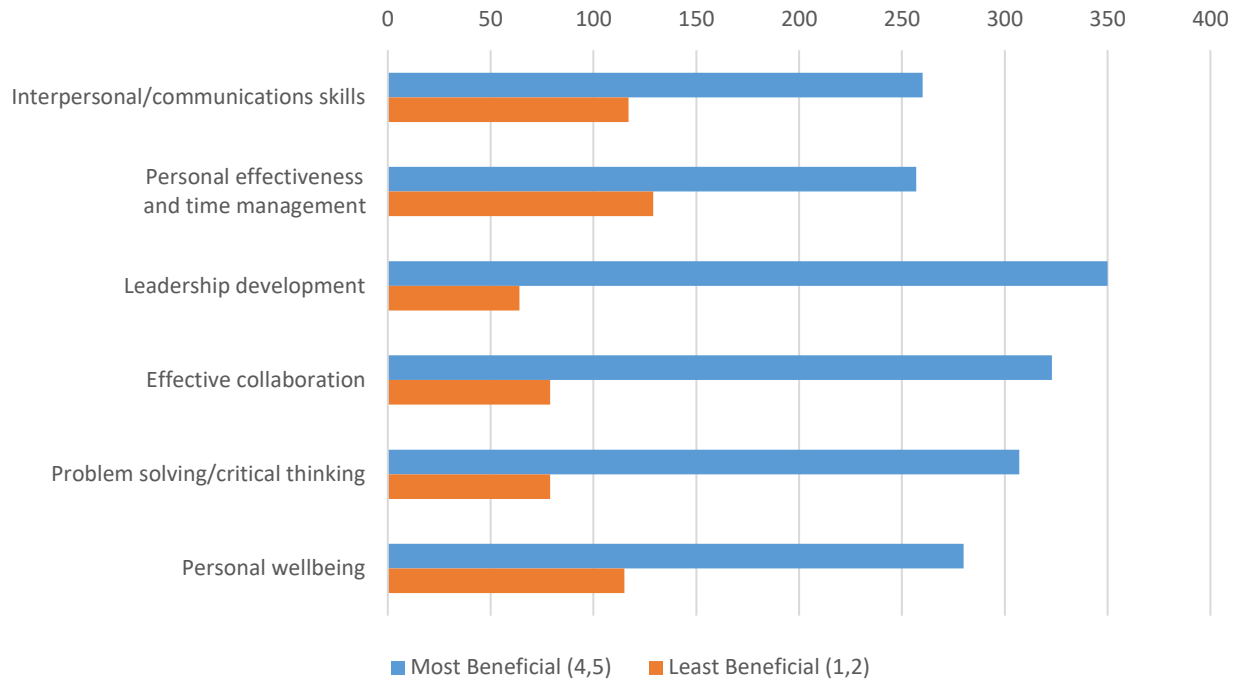
## Appendix II: Survey Results



### Q3: Soft Skills

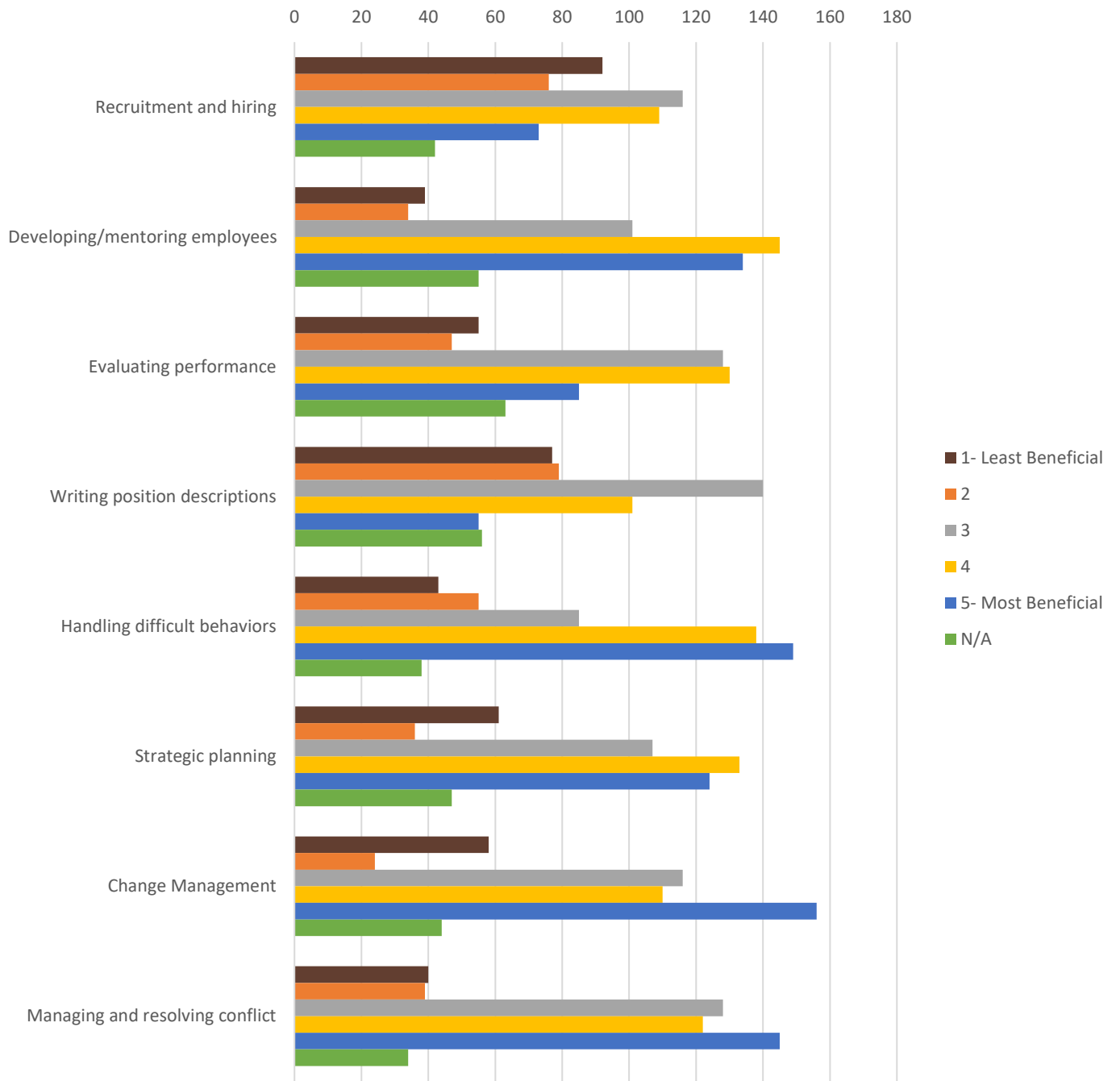


### Q3: Soft Skills (Most & Least Beneficial)

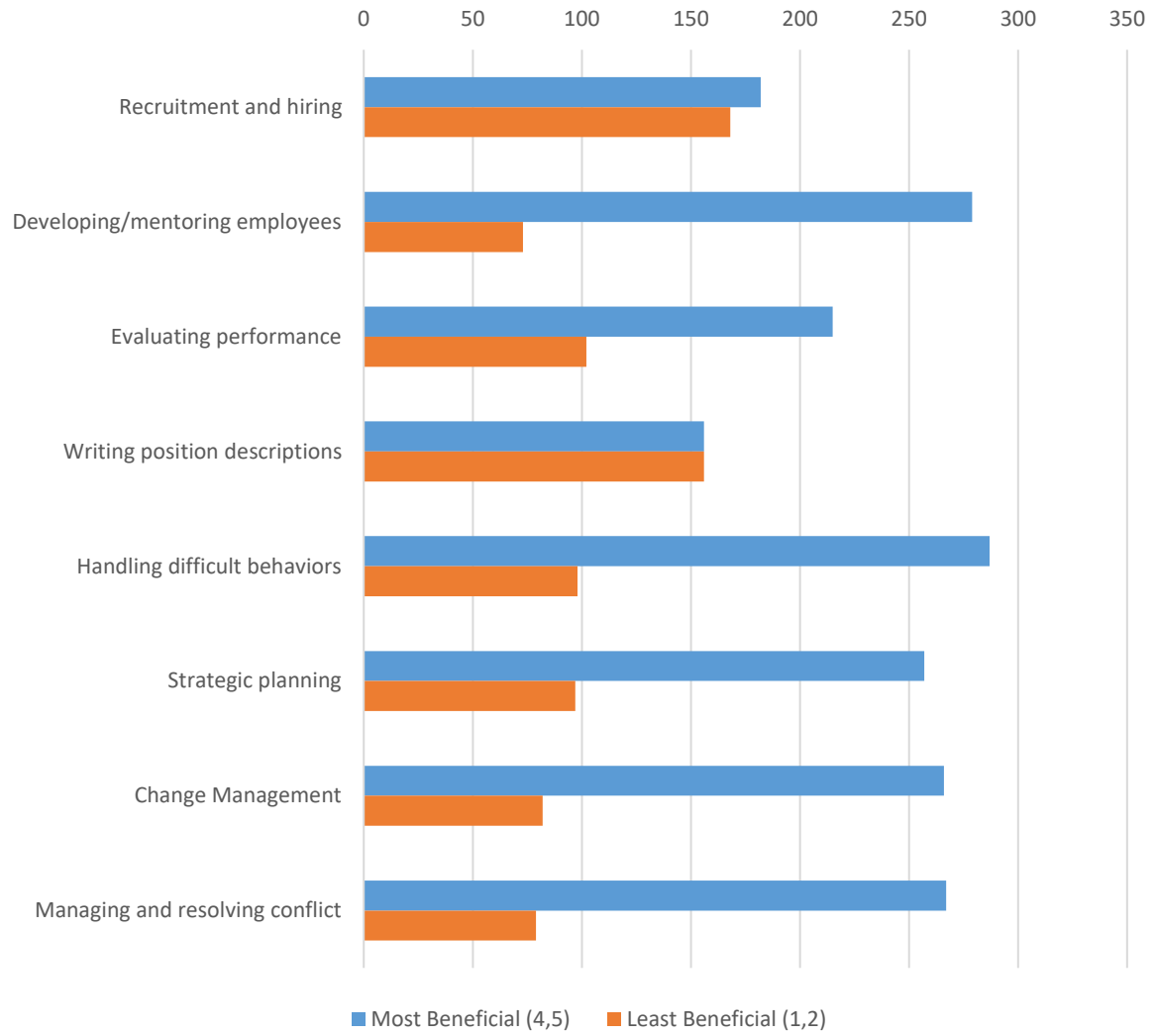




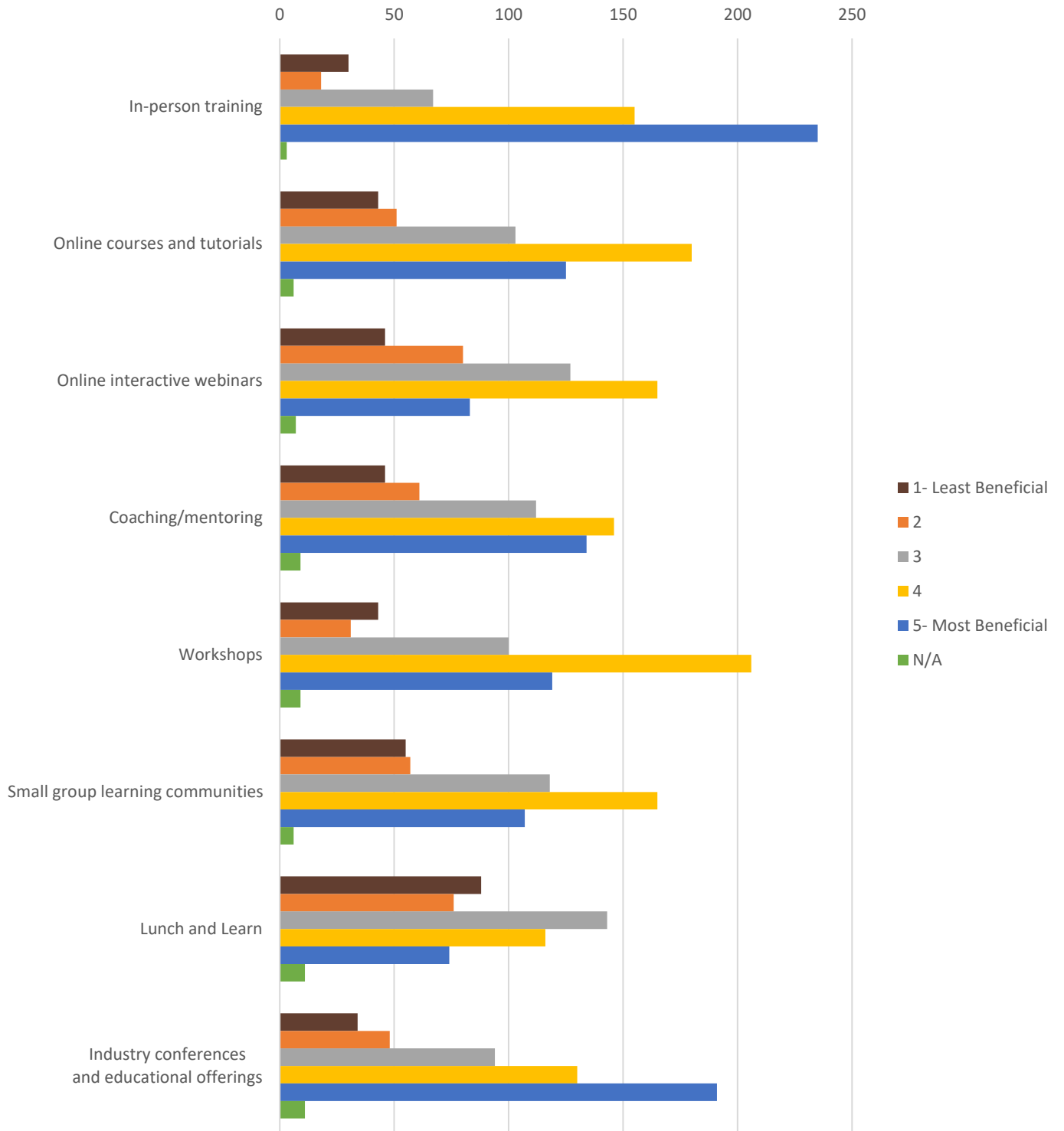
### Q4: Supervisor Training



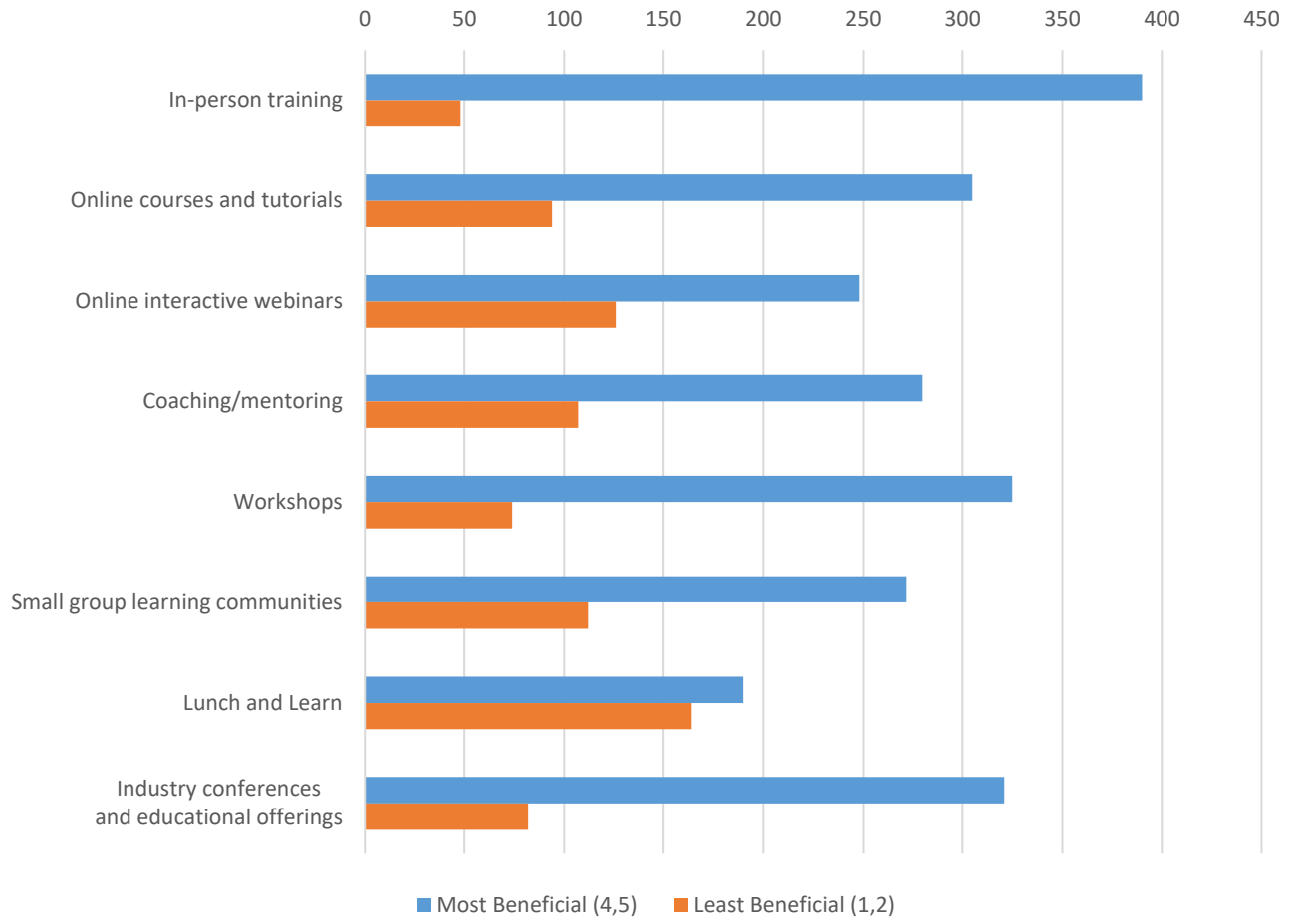
### Q4: Supervisor Training (Most & Least Beneficial)



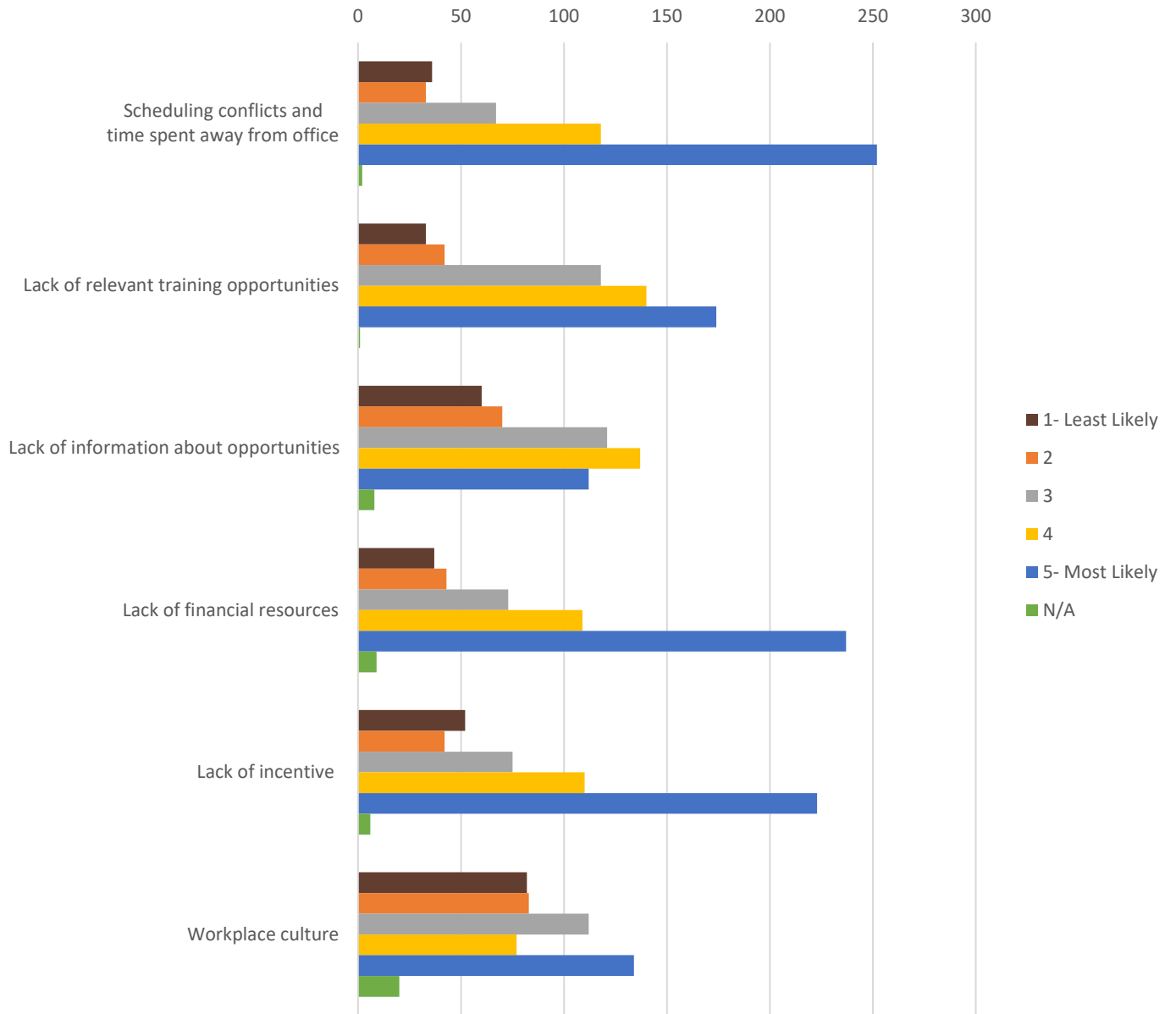
### Q6: Format



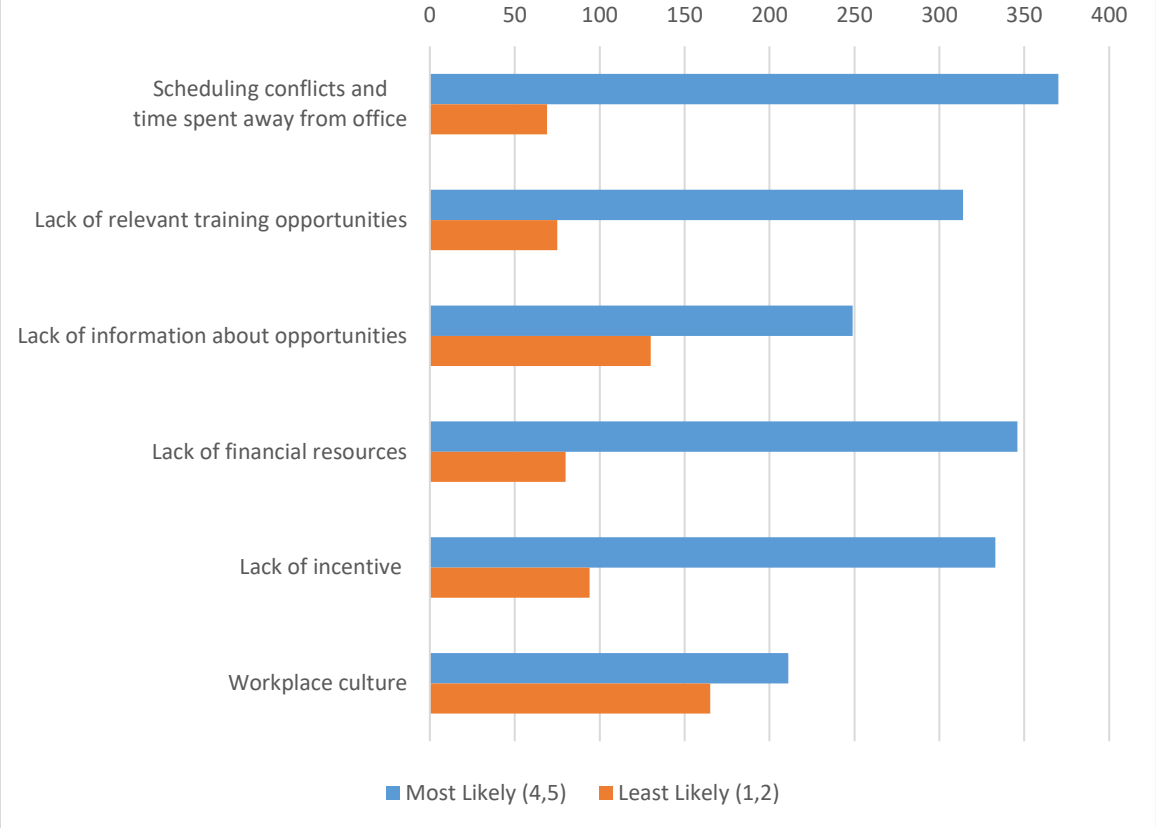
### Q6: Format (Most & Least Beneficial)



### Q7: Barriers



### Q7: Barriers (Most & Least Likely)



## Comments: Question 5

Other training topics that would be beneficial to me:

Hard skills	Soft skills	Administrative	Format	Wyocloud and/or CMS	Professional skills
I would like to see UW collaborate with the state to offer similar development opportunities. This could be a cost-effective way to expand our offerings without putting an added burden on our HR department.					
More diversity training for everyone					
Really, I would like more opportunities to attend things on campus that may not pertain to my current position, but otherwise would be excellent professional development. For instance, release time for the Shepard Symposium is excellent. What about for MLK Days of Dialogue? For invited speakers on campus? Staff are often excluded from the events by virtue of not having the time off to attend. (Most years, I take some vacation in order to attend the Shepard Symposium. I would love to not have to do that.)					
you take nothing to train people with dyslexia					
All Available Online					
1) How to communicate without bias. 2) How to work with difficult people. 3) Tips for giving good presentations. 4) How to work with different cultures of international students (pointers on what is acceptable and what isn't). 5) How to deal with confrontation. 6) Tips for advocating for myself in the workplace. 7) How to work with a narcissistic boss.					
These topics assume that all persons labeled staff are support staff or accountants. Professional staff with bachelor's and master's degrees who are working in their professional fields have no need for the trainings listed above. We also are the least likely to receive awards designated for staff, as we often work quietly and behind the scenes. In addition, opportunities to move up are few and far between. Many of us could teach classes in our chosen fields--for example, interpersonal communications, which involves managing and resolving conflict, handling difficult behaviors, assertiveness training. So, professional development for us would involve attending professional conferences, which is expensive.					
I'd like to move from an office position to a lab position. I have the background but not the skills. We always need good lab people --but there is no (current) way to cross train. And what about cross training people into IT? We are incredibly short staffed. Many of us could learn the skills needed to work Help Desk, CTS etc. The military offers cross training. If they need more nurses, they offer incentives to cross train. If they need more mechanics, they do the same. Many of us in the finance realm are TIRED of WyoCloud and would like to do something else at this university. We are bright and motivated -- but there are no options.					
Computer programming. C++, SQL Budgeting					
It would be nice to have more training on WyoCloud reports and the upcoming HCM system.					
Dealing with difficult students and coworkers. Not from an supervisor point of view, but from an average staff member. This is something that we all face no matter which department we are in. How to handle difficult students in a respectful manner that keeps them at UW. Dealing with difficult coworkers, because we all have them.					
Training in my specific field.					
Items specific to my job (molecular diagnostic techniques, annual association meetings)					
Training should be mandatory and given freely as the new staff are hired. If their job description says they use Microsoft, pistol, WyoCloud financials, payroll, all aspects of that job description should be something the new staff are automatically signed up to go to the training.					
Customer Service					
Classes that are specific to my job, not just as a staff member at UW.					
Advanced warning of policy changes with clear actionable information. Perhaps even training on the new procedures BEFORE implementation.					
Effective interviewing					
Diversity trainings					

As we are moving into new directions and philosophy in the financial realm with WyoCloud (and possibly the HR world??), it would be extremely beneficial to us doing the day-to-to work to have training on how to utilize the information available to us. Examples would be accessing and interpreting information available to us in WyoCloud, day-to-day efficiencies, and long-term planning. There is much expected out of staff and we are constantly told we need to change the way we think, but there has been absolutely no training of any real value on this new way of thinking, assistance on the new of record keeping or forecasting.
Administrative Politics
UWYO policies and procedures, Disabilities Training, Grant Writing
Off site software training specific to our technical position.
technical topics, e.g. provided by vendors or other suppliers
More hands on training. More training on supervisor training.
Technical training that is specific to the Banner student information system and the systems related to it.
Networking with other staff from other institutions of higher education. Conferences and meetups.
How to effectively navigate the UW recruiting department.
Dealing with stress.
Training on my specific job and being able to go to conferences that deal directly with my job. Having a supervisor or director or higher go to these events is usually useless.
How to convince the state they need to actually give real merit raises based on true individual merit.
There isn't much out there for professional staff, and this puts the university at a disadvantage. I don't need to learn how to use excel, but I would like to expand my skill set with SAS and SPSS. To do that I would need to request funding from my dean, and we don't generally fund external courses, trainings, or travel to professional events for staff members.
As a supervisor I don't have much latitude when it comes to recruitment and hiring or writing position descriptions. Usually the position classification is predetermined by the budget available for salary, so I think these two areas aren't very helpful for managers on campus. Ultimately we cannot hire an individual with the skills we need, and once we have trained them, they can make a lot more by leaving UW.
Safety, defensive driving, Sexual harassment, diversity and acceptance, All training classes
sensitivity/information training for mental illness and disabilities.
Professional certifications related to main software of work - such as ESRI paid trainings.
computer administration training - how to understand and use the computer control panel more effectively. For instance, how to check ports to see if there are any not working properly; how to set up guest accounts.
WyoCloud training - especially financial management and budget planning
current and cutting edge developments in my field (video production) such as augmented and virtual reality
yes, various procedures or new employeeon what is going on in the campus--which might not necessarily be trainings but awareness meetings
Since there is a need to really feel like there is a 'joy' to work, more programming to improve morale and/or office tensions would be helpful.
Need more CMS experience and training and WyoCloud proficiency.
AVIXA CTS Certification
I am not sure if this would be considered training, but there is little to no communication about specifics in WyoCloud (i.e. the types of expenses administration would like to see under a certain Expense Classification). Without this communication/training/etc., the fancy reports that can be generated from WyoCloud mean nothing, as nothing is consistent.
Professional development support in Archives.
Professional certifications
Morale is at an all time low! It would be nice to have some morale building talks (professional, off campus speakers), morale building activities (maybe some free yoga sessions over the noon hour), etc.



There is nothing offered in the way of real skills. Everything is addressed and an arm-chair academic class which does little for those of us who have a job to do and work for a living.
training from vendors for products we use
the Wyo cloud
A class on showing where information can be found, such as policies and procedures--what website (legal, accounting, HR, finance, etc...). Foundation funds where can you find background information on how the funds can be used. It would be great to have a website for employees (staff & faculty) on campus to find information without spending time surfing through numerous divisional websites.
Sign language
Trainings directly related to my job, how to monitor budget balance, track expenses, and reconcile. HR trainings on how to hire/job change forms/how to terminate. Step by step instructions on how the process works here at UW when hiring full time faculty, staff and part time employees. How to submit requisitions, process start to finish, how to use wyocloud effectively. Wyocloud trainings on all functions. Pivot table trainings directly related to wyocloud reports.
Depending on the type of training it would be great to have a video library of the session or a concise step by step video to refer to at a later date. This would allow a refresher for things that you do not do very often and often need to relearn the next time if there has been months since you used the information the first time. Some brains need to hear it more than once to take it all in. All of the formats listed in #6 could benefit with more than one access for students.
How staff members can best work with faculty, especially those faculty who are in a supervisory/leadership position but are perhaps not a very effective supervisor/leader. May fall under the conflict
fixing custodial equipment
I would be interested in how the back-side of WyoCloud works and how things that were not broken previously become broken with maintenance and/or upgrades.
Budget Planning, program management, trainings on how to give a presentation
Specifically how to write a work order or help desk request for IT, and a basic Excel training would be super helpful.
How to work and get along with younger generations and a different work ethic.
More co-worker conflict resolution resources
How to manage social media accounts; how to effectively hire and manage student workers

## Comments: Question 8

Is there anything else on the topic of staff professional development at UW that you would like us to know?

Budget	Culture	Workload	Incentive	Diversity	Enrichment	Policy	Tuition waiver/reimb	Avail/access
I think our workplace culture is an obstacle for many staff. We gladly pay for faculty to travel to industry events but are not willing to budget this for staff. I think there's also a sense that you should use the training available on campus, but for many professional skills, there isn't much offered. And there is ZERO incentive since you can't move up a career ladder or even be recognized for your work and growth in your eval. At UW there are no careers for staff, just jobs.								
It seems as though professional development opportunities (especially outside of UW) pertaining to my field have been made available to everyone else in the office but myself.								
I understand that Professional Development is needed, but it seems like there are staff that just like to focus on Professional Development rather than actually doing their job. Just a pet peeve of mine.								
It's frustrating to think about developing my skills when I can't even get a decent work computer that can keep up with basic office functions. My computer is 8 years old, very slow, and can't handle any new software. We spend thousands on faculty equipment, travel, and events, but can't drop \$700 on a new computer for staff. Why should I learn new skills when I don't have a computer to work on those new skills?								
I think all managers at UW need more extensive training on management and UW's HR rules. Also mandatory diversity training for everyone, especially staff involved in hiring.								
It would be extremely beneficial for UW as a whole to have a better understanding of the goals and capabilities of Business Intelligence now that WyoCloud has been deployed.								
Again, just that staff professional development shouldn't be limited to office technology, workplace safety, etc.... Staff would greatly benefit from being given the opportunity to attend and benefit from the large variety of speakers who are already brought to UW. These events are appealing to folks who aren't faculty and students.								
In low job like custodial there is no up word movement no incentive. I doesn't matter what you know it always whom you know								
Getting training or other development opportunities doesn't do much if there isn't an office/unit culture that allows for the review and implementation of the information gained. This has happened repeatedly in our office with existing professional development (usually external/national conferences and training) -- we go to learn, bring back ideas, skills, and best practice, and there is zero support to explore or implement anything new or to share learning with colleagues. Providing opportunities is only half the battle.								
During the fall and spring semester the positions in Academic can be pretty busy so it makes it difficult to go to or do on-line trainings.								
I believe that the University staff and employees would most benefit from a much more diverse population of supervisors, assistant/associate directors, and directors. And that this more diverse leadership may need more leadership skill and development. Unfortunately, we have far too many older, white, men in positions of authority many of whom have no positive leadership skills or development. There is far too many command and control leadership styles among the supervisory staff at this University.								
We need more certificate program opportunities								
There are many levels of jobs that people are working toward on this campus so it would be good to provide trainings for all levels of work, both to campus employees and to people who aren't an employee of UW but would like to receive some of the trainings so that they could try to get a job at UW (such as WyoCloud training).								
Tuition reimbursement should be made available in some fashion for successful completion of position-relevant coursework for fields not covered by the UW catalog, such as library staff completing coursework toward a Master of Library Science/Master of Library and Information Science degree.								
Many if not most of the trainings are at a time/day when I can't attend. Most classes are in the middle of the day which makes them hard to attend.								

<p>It is good to offer, however there needs to be compensation for trainings. There needs to be a ladder staff can climb and advance. There should be monetary incentives instead of just being given more work (which always happens after new skills are learned) without proper monetary compensation.</p>
<p>It seems like the focus of most of this is how to move up in my current job area -- but I don't want to stay working at a desk. Give me options to grow and develop and use my 'soft skills' in another field. I've come back to add (weeks later) --- It doesn't really matter what you do with professional development. After this past 'raise' -- I feel like I've been kicked in the gut. You clearly don't care about staff. You have sent the message loud and clear that staff don't matter. There is a universal feeling of dismay among staff. Some poorly run professional development that we don't have time for isn't going to fix that. We wanted more pay. I'm actively looking for work somewhere else.</p>
<p>Who has time to attend staff development opportunities? Working with the Financial Management system, TCP and soon HCM, along with being extremely short staffed, you have NO TIME! Babysitting this system takes all of it.</p>
<p>I am blessed to have an ample budget to cover most professional development I have wanted to do in the seven years I have been in my position. I realize this is not the norm across campus. So my answers may skew the answers provided.</p>
<p>Staff need funding to attend relevant workshops and conferences outside of Wyoming. The idea that only faculty and administrators get to travel needs to change.</p>
<p>The biggest barrier that our office has is the work load to training time. We physically are unable to do our job and attend training. If we do both, one or both suffers. How can we fix this? Offer comp time or OT for a few hours here and there as incentive for us to attend.</p>
<p>There's no money for this in the budget. There's no support for this in the division. Training is only for administrators, students and faculty.</p>
<p>I think allowing EVERY staff member time away from work to develop personally and professionally is essential to happiness in and outside of the workplace. It makes us more productive when we are at work and makes us better people (more kind, patient). I know a couple staff members here at UW who are NOT allowed to take time away for this, and I am incredibly disappointed that supervisors would withhold this opportunity. We all learned about, and were promised, three credits hours per semester covered not only financially, but also in time, by UW when we attended employee orientation. FYI, not everyone is allowed to take advantage of this benefit! Will these employees be able to participate in any of these NEW professional development opportunities (which I fully support!) since they aren't able to utilize the current ones??</p>
<p>As an institution of higher learning, UW should assist &amp; encourage employees to continuously seek professional development opportunities.</p>
<p>All of the training to Staff should be free and part of the betterment of the University as a whole. Why charge us for learning or the department if they will pay for it. One specific training I want to take is on Pivot Tables, now that the financial system puts the reports into pivot tables it should be free for the staff to learn that and not charge \$15 for it. The other thing when I go to a training I expect to be trained and not given a Quick Reference Guide and walked through it, that is a waste of time and I can go through a QRG by myself.</p>
<p>I believe that there needs to be equal respect for everyone staff members on campus and not just the ones that are in higher positions.</p>
<p>For my current position, I attended some UW IT training programs and some HR programs but overall, my direct work training has come from state/regional conferences and on-the-job self-motivation. Some offices lack financial resources for conferences and, some lack motivated staff to earn the ability to attend off-campus conferences/training programs. If more and more UW training programs are offered, the motivated staff likely will participate in greater numbers, but so will the low-motivated staff as a means to get out of work on a regular basis. Perhaps trainings could occur with grouped programs and supervisors give written permission to attend all segments; similar to a class where employees need supervisor permission to be away from the office for extended amounts of class time.</p>
<p>Because of our classification system, even if you do extra trainings and get certifications, you cannot earn more than your peers who didn't do the training, so there's actually an incentive not to do any training.</p>

I was very surprised when I joined the University 7 years ago how few training's there were for my job. My supervisor and I were both new to UW and we commiserated on how we didn't know what we didn't know and how we had to learn by doing it wrong, because there was no training and no one willing to take the time to show you the correct way of doing things.
Professional development does not seem to be encouraged at UW. I encounter resistance even just taking the one class a semester we are allowed to.
;)
I think it is important that diversity and inclusion be included in professional development training but I don't think it should be separate. Making decisions with an inclusive lens should be part of every training above - not a catch all training by itself.
Hard to take the time to do when understaffed and overworked.
Has never been addressed or brought to the table by management in any context - including performance reviews. I have brought up and tried to address the topic but it leads nowhere. This is driven by lack of vision, mission, strategy and implementation that would highlight required training and professional development.
budget seems to be the main barrier
There are very limited opportunities for professional development. HR does not offer many courses that are relevant to me. They have not been offering much at all for several months. The opportunities I am interested in would require travel and/or funding for Webinars or online training, but the budget for training has been cut. The lack of career progression opportunities is a big problem across campus. There are few financial incentives for having advanced degrees or professional certifications. In some departments, employees can move up with increasing experience and education, but in most departments, employees have to wait for someone to retire to resign in order to have a chance to progress in their careers.
Time away from the office could cause issues with a high volume college. Management has set deadlines that need to be met on a daily or weekly basis.
There should be more opportunities for distance participation in professional development.
I don't know how it is across campus, but it often feels like it's not worth the money to invest in professional development, and as such, when we are offered anything, it's going to be the cheapest option available. This really puts us at a disadvantage with our peers (especially those in private industry) who put a much larger focus on continuing education.
Not working on campus, in Laramie is a terrible detriment! Interactive webinars would be helpful. Windshield time traveling is lost time!
Support and engagement from the upper level administration.
I hope consideration is given for a variety of types of staff positions when planning professional development. For example: administrative, accounting, student services, etc.
The core business of this enterprise is education, yet it is made hard to access for rank and file staff (select few sure can get training though). The free classes are not so free or available to the staff. I challenge administration to prove otherwise.
Honestly feel this should be eliminated as a requirement and strictly be voluntary! UW is the only work place I know of that forces people to do this stuff. With the budget cuts and staff cuts, it is nearly impossible for some of us to have time for this stuff, we are just trying to get our regular job duties done daily!
PDU's as presented are a waste of time. Online classes are repeated year after year - same presentation/information. Due to staff shortages time away from the office is impossible to obtain and PDU's given for attending Fall Kickoff, Staff Recognitions etc. are laughable... how are these events a personal development when departments sit with their peers, seldom interact with others, eat if it's available then leave? Why is it that only members of [redacted] have to earn PDU's and not others on campus? The time away from one's office could be more productive... as in staying at work, working. Recent PDU opportunities have been conveyed via email 1 day prior to event - hardly time to find coverage.
If professional development is not available on campus, please start considering allowing employees with specialized positions to attend relevant conferences.

<p>I think uw needs to focus on hiring right now. We are so incredibly shorthanded in office staff and faculty members that it is absolutely ridiculous. Morale is low. Students are annoyed with only being taught from adjuncts and/or grad students instead of full-time faculty members. Great that you guys added advising positions, but do they really have to make \$7000 more than an office associate? I make the same (30,000 a year) now as I did before I ever came back to this school to get an undergrad degree. That is awful. Morale is at the lowest I have ever seen. The cowboy logo campaign was ridiculous, no matter your opinion on cowboys. You can't just change the name of a word to suit you. Also, couldn't our own doctoral marketing students take this on? I was recently asked to be on staff senate, and as you can see, I simply cannot even handle all the crap that this university is doing wrong right now. Take care of your employees and then they will take care of your students. My apologies for the rant, but I have been looking for a new job for years. I don't even recognize UW anymore. :(</p>
<p>I think that since we are a higher education institution we should encourage our staff/faculty employees to participate in the betterment of themselves. I think that professional development is something that will benefit all employees.</p>
<p>You can either train the people you have to improve the skill set of the team members, or you can not train them and deal with the lack of skill and an uneducated workforce.</p>
<p>When will you release the workplace satisfaction survey?</p>
<p>There really is no incentive to continue your professional development as you cannot move up without job hopping. And it's hard to convince a supervisor that you need to develop your skill set when they know that will most likely result in you leaving their department for another position at the University. They are essentially being asked to fund the development of another department's employee, in the long run. Why would they pay for your development and allow for time away from the office? It benefits them more to keep you where you are, and this harms the University as a whole. In private industry supervisors are encouraged to mentor their employees and help them develop a Career Path Plan. This would never happen in our workplace culture because it's too costly for the home department.</p>
<p>I feel strongly that we should stop referring to staff positions on this campus as careers. There is no career path, and so we should be advertising them as job opportunities not careers at UW.</p>
<p>Training opportunities for off-campus should be equal to that of the employees in Laramie.</p>
<p>Courses offered at least once a year to keep training fresh. Things like HR, Payroll, Academic Works, Banner. Just a once a year re-fresher course would be a nice option. IT does a great job at providing courses for computer training.</p>
<p>You've opted to give raises with the exception of UW Family Practice residency program. Some of your employees have not had raises if 3 or more years. Not acceptable</p>
<p>I think that with Wyoming being so remote, and with our low salaries, it is essential for UW to provide professional development opportunities (specifically attending conferences) to employees. I would like to be able to say OK, I don't get paid what I should, but hey, I get incredible professional development opportunities, and get to go to conferences and meet colleagues from other states. We need to learn from other universities, and also share some of the great things we are doing at UW. It seems like funding for attending conferences has been cut over the years and I think this is absolutely unacceptable. How can we be competitive if we don't learn from others? Currently some people don't have funding to attend conferences, or have to pay part or all out-of-pocket. This is also unacceptable if UW expects us to do good work and also recruit talented students, staff, and faculty.</p>
<p>Team leaders and department heads have to be the right people. Positive and productive leaders have positive and productive teams.</p>
<p>The training's I have attend previously that were put on by UW were severely lacking (and I typically don't recommend them to people). If this is the route UW decides to take, there won't be much gained by the training. The previous in person trainings typically are taught from a power point with textbook references, there's no examples or situational scenarios. I don't think many people benefit much from web or online training. Most people seem to do best with in person trainings that have relatable context.</p>
<p>If university administration is serious about professional development they need to think much more broadly than HRM training modules and IT trainings and allow people to attend conferences and join relevant professional</p>

<p>organizations to gain highly specialized knowledge in their specific discipline. Of course there is no reason to offer professional development to staff if you're only going to hire consultants for things we could do internally.</p>
<p>Build stronger communities between the entities that work together for just one period of time but make it tie together to the bigger picture of life here on campus.</p>
<p>Career paths and development are almost nonexistent, especially in Operations. When you take a position in Operations, you aren't told directly but quickly learn that opportunities are not earned for development and advancement simply because they do not exist. There is no definitive career path for you to aim for.</p>
<p>Morale. We really need some boosts that we can see and feel.</p>
<p>The workload has become so heavy that it is very difficult to find time to participate in professional development.</p>
<p>There is not enough available</p>
<p>Because I work off-campus (not in Laramie), it would be helpful to have more computer and web-based courses to take through UW online.</p>
<p>If staff professional development is important to UW, then administrators need to communicate this effectively to supervisors, so that professional development can be taken account of in an employee's workload. Most people cannot take time away from current job responsibilities in order to pursue professional development. Having said that, I earned a second bachelor's degree and an advanced degree while working fulltime and overtime, but that was all personal time spent on continuing education. At that point, any class time used during the work day had to be made up.</p>
<p>I'm nearing the end of my career, so not as motivated to participate in professional development.</p>
<p>There is no support in my department for professional development. They are not supportive of taking courses. They have turned down professional development numerous times. More opportunity won't matter if our department won't let us go.</p>
<p>I think the University should focus on training and certifications specific to each position. A one size fits all approach doesn't always work, and it leaves some of the specialized positions out of the conversation.</p>
<p>Release time or support from Administration allowing participation might make it easier for people to attend.</p>
<p>I think the current policy restricts staff in their professional development and contributions to the UW community, and is actively detrimental to both the future health of the institution and the overall well-being of staff as equal and invaluable partners in the work of running a university. Specifically those restrictions on supplemental pay for special projects and/or teaching, as well as restrictions on time allowed for professional development opportunities (there's an example in the college of a&amp;s currently in which a staff member was restricted by a high level administrator --after receiving immediate and mid-level supervisory approval-- to PD activities that only take place in 5pm-8am hours: a restriction so limiting that it negates the opportunity. Supporting people in contributing to the community and organization in ways that are fulfilling, meaningful, and valuable, as well as professionally advancing, benefits everyone. This list of opportunities looks great, but a supportive and flexible workplace culture, incentive/valuation in ways that are measurable and material, and consistency in message/approval across supervisory and administrative levels is the only way to make a meaningful change. Cheers to those of you trying to do so!</p>
<p>Overall, it would be nice to be heard and have our opinions/needs/ideas recognized and acted upon, not just listened to then ignored. Finally, it would be excellent to have all colleges recognize the same job descriptions. A&amp;S will not allow staff who supervise only work-study be promoted to office assoc., Sr., when all other colleges do.</p>
<p>I don't need training sessions or webinars or workshop or whatever to grow as a professional. I need REAL opportunities to take on more responsibility in my job. Example: If my supervisor left tomorrow, I am well qualified and would apply for that position. However, I guarantee one of the requirements in the posting will be experience supervising staff. How am I supposed to be prepared to move up in this organization if I am never given the opportunity to do all of the things the next step will ask that I have done!?!? I believe that if an employee isn't in a place that they are ready to take over the position above theirs after several years, that isn't a failing of the employee, it is a failing of the administrators above that employee. There has been talk of career ladders these past couple of years but the plain truth is that they simply do not exist.</p>

I am not personally interested in staff professional development opportunities.
In general, completion of training is not recognized in a meaningful way such as change in job duties or promotion.
Staff development is all well and good, but it does compound the problem of staff being undervalued and underpaid. Now staff will be even more educated, capable and valuable, while UW will continue to shortchange them.
People only benefit by changing jobs, getting into things they know nothing about, doing things they are no good at, and otherwise have no interest in aside from the higher pay. There is seldom advancement to more responsibilities and higher pay by building equity at one's current job with experience and proficiency that is acquired... Dead end!
cultural sensitivity
The lack of employees so I can go to class
No room for advancement in the department I work in. All skill levels are grouped together.
Student financial aid staff need access to professional training from Department of Education. Staff are not allowed access to professional industry training. This results in incorrect information being transferred to students and families then creates financial hardships for students. This also affects retention of students who need financial aid to attend University of Wyoming.
The PDU's required by [redacted] are a joke. Really we get a PDU for a gathering with other people from [redacted]! Very few are pertinent to my job.
Why bother? You don't listen to staff concerns and there is little opportunity for advancement at UW. Getting better at what I do won't get me a significant raise, just more work.
Professional Development only serves to help Administration. We work harder and take on more skills and still don't get a raise that even covers cost of living. Watch the raise we just got be taken up in taxes and increased insurance costs. Our raise wasn't even a joke, it was a pitiful attempt to try to appease people and all it did was make them more depressed.
From where I'm sitting, there basically isn't any professional development, or any possibility of professional advancement to make development worthwhile.
Yeah, pay me.
There is little if any career progression ladder available to professional staff at UW, which is a barrier to professional development as well as a disincentive to staying and investing in a career here. This needs to be changed.
There are staff located out in the state and our distance from Campus affects our ability to participate in trainings that are offered.
Would be nice to be recognized FINANCIALLY for the job I have done and continue to do!! I learn new things every day at my job, and according to my job evaluation I exceeded expectations in several areas and yet I see no significant increase in my salary. After 10+ years I am still not at midpoint on the job matrix????????????
Though this may be 'counter' to the Strategic Plan, are there any pathways that can demonstrate professional development for: -Full time staff -9 month staff -Part time staff?
In the time that I've worked here UW hasn't had a work culture that encourages development. In many positions staff members are viewed as cogs in the machine cranking out widgets so spending resources on developing them seems pointless. We don't build training and leave time into our position workloads, so it's not surprising that there's no culture of development and improvement. There's also nowhere to go once you get better at cranking out widgets, so disrupting your work schedule for training is not worthwhile.