

REQUESTER / SPONSOR INFORMATION

Requester	Lanaya Gaberel and Jeff Williams	Ext	5154	E-mail	lanaya.gaberel@humboldt.edu
Div. VP	Denice Helwig	Ext	3300	E-mail	denice.helwig@humboldt.edu

PROJECT INFORMATION

Title	Training and Professional Development would like to implement a Training Request and Reporting System.				
Level	Campus-wide	Type	New		

Purpose*The problem of*

HSU lacks a unified system for assigning, documenting and reporting professional development activities for such purposes as onboarding, certification, continuing education credits, reclassification, in-range progressions and general employee improvement programs. A unified system would dynamically merge records from various platforms, such as Moodle, SkillPort, Peoplesoft, the HSU training site and offsite professional development activities while allowing assignment/recommendation of any training or activity.

affects

Professional development affects every employee on campus with new employees being disproportionately affected. Students are positively impacted when advisors, chairs and staff are well-versed in the capabilities of existing tools and processes and are quick to adopt new systems and techniques.

the impact of which is

It is widely recognized by new employees that a lack of a unified, structured approach to training selection, assignment and reporting affects not only their personal success but the efficiency of the university as a whole. The inability to effectively assign and track professional development leads to a haphazard training sequence, scattered training records and an inability for managers to target and promote pertinent training.

During the onboarding process, new employees may not be aware of the nuances of their position and of existing training that would ease their transition and develop the necessary expertise. They therefore they lack the tools to prepare for the various dimensions of the position.

New and existing employees seeking documentation for their professional development activities are often confused and frustrated by the difficulty of retrieving certificates and records. Records exist in multiple systems and physical locations. If an employee did not have the foresight to personally maintain documentation of training, their records may be lost.

Robust documentation of professional development activities can assist managers and leads in determining an employee's proficiency level for a given task. Proper documentation also assists managers in illustrating their commitment to an employee's personal and professional development. Additionally, enhanced recordkeeping supports employees in demonstrating their efforts to maintain and increase competency levels. Currently, neither managers nor their employees can review the training they have participated in.

A successful solution presents managers and employees with a list of appropriate trainings. Managers can assign, or employees can request approval of, one of these trainings. Training is taken in one of the various online systems or in-person. Managers and employees can then review, print and share their professional development records. This project is a component of a larger initiative to concurrently develop learning plans for employees across campus. The

a successful solution would be

learning plans that will be used to populate this unified professional development records system fall into the following categories:

1. Learning plan for all employees: Largely mandatory as determined by laws, policy, etc.
2. Learning plans by role: Largely mandatory for managers and leads.
3. Learning plans by classification: Based on job duties
4. Training by assignment of manager/lead: Manager determines additional training to address the personal strengths and weaknesses of the employee and/or unique aspects of the position.
5. Employee self-selected training: Based on an employee's desire to build proficiency in a given area.

The beneficial outcomes of this solution would permeate the campus environment at every level by facilitating the growth of expertise in existing processes and hasten the development of expertise in, and adoption of, new processes. The system provides an opportunity to present best practices to new employees through assigned resources, beginning at onboarding. Employees reach competency faster, have a better overall impression of the university and recognize that they are a valued resource. This results in increased job satisfaction and a more positive overall workplace environment.

Alternatives

The proposed system has two main components, assignment and reporting. There is currently no adequate alternative to the assignment component. Assignment of some training can be performed in SkillPort, although only select trainings exist in this system. Alternatives might include a distributed manual process using an Excel spreadsheet or a customized modification to the HSU Training and Professional Development site. Likewise, without an automated and unified system, the reporting component would require requesting and downloading records from various sources, including paper records. The records would then be reformatting, scanned if necessary and uploaded into a centralized database. This process would be repeated regularly to reflect the ongoing changes in various records.

Alignment with Strategic Objectives

While there is an obvious positive impact on the efficiency of business operations and services, it is important to recognize the greater impact. Professional development promotes expertise, encourages ethical and professional behavior and communicates shared values. These directly effect every strategic objective. An example of this is the key role professional development played in the adoption and use of MAP-Works, which has a significant impact on student success and retention. Likewise, instruction in the use of OBI DARS dashboards for advising positively impacts advisors' ability to target students lacking courses for graduation and the ability to determine which courses students need to graduate. It is significant that currently, advisors often hear of this training by word of mouth, as there is no systematic way for their supervisors to recommend it to them. The proposed system would resolve that issue.

Deadline Date

Summer 2015 **Hard Deadline**

Deadline Reason

A summer 2015 deadline would allow Training and Professional Development to train managers in the use of the system before employees and students return in the fall. In order to test the system and garner support, we foresee initial use of the system during the onboarding process to assign training to new employees.

Considerations / Dependencies

Technical restrictions limiting access to certain systems may be an issue. A general change in business processes would need to occur whereby all offsite/in-person training is recorded in this system. Additionally, in order for the system to be as effective as possible, it will be important to secure buy-in from managers and leads.

Resources

Training and professional development is the primary area affected. Other areas that may be impacted include the Moodle office, Chancellors office, Peoplesoft programmers, Registrar's office, Human Resources or other document holders. We would be interested in participating in process improvement initially to identify and confer with stakeholders.

Estimate (Hard Costs Only)

Initial

On-going

Funding Available

Yes

No

Explanation of Estimates

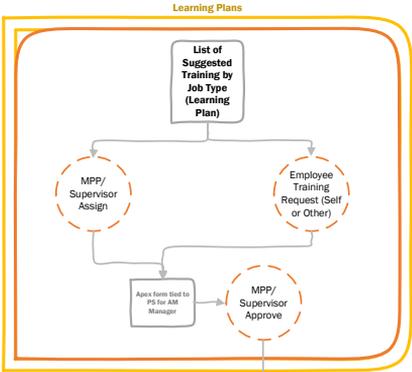
Purchases are not anticipated for this project, however, should a large purchase be required, funding is available within known limits.

Affected System / Module

It is recognized that Apex may be an appropriate platform for this tool. The proposed system would interact with Peoplesoft, Moodle, SkillPort, the Training and Professional Development website and possibly Nolij.

Other

Please see the attached process diagram.



Compliance: University-Wide Training Requirements

Training	Contact	Scope	Required	Systems
IIPP	Michael Burghart/ Sabrina Zink	All	Required	Moodle/SkillPort
Emergency Management	Michael Burghart/ Jan Marnett	All	Required	Moodle/SkillPort
Data Security	Josh Callahan/ Megan McKenzie	All	Required	WPA/SkillPort
EO-1083	Nancy Resnick/ Denise Giltzow	All	Required	SkillPort
COI	Nancy Resnick/ Denise Giltzow	Form 700/ Pro Card Holders	Required	WPA/SkillPort
SHP	Nancy Resnick/ Denise Giltzow	Supervisors/ Lead Mgt.	Required	WPA/SkillPort
Defensive Driving	Michael Burghart	Anyone who drives	Recommended	SkillPort/Certificate
FERPA	Clint Rebk	Anyone with access to student records	Required	SkillPort

Notes:
 Stateside
 Include evidence/reason why employee needs to take training (justification).
 e.g. EO/OSHA/VP approval + Contact information: hand out at new employee orientation
 Get VP approval for university-wide assignment

