



THE UNIVERSITY OF SOUTHERN MISSISSIPPI

Office of the Provost and Senior Vice President for Academic Affairs

TO: Rodney D. Bennett, President

FROM: Steven R. Moser, Provost and Senior Vice President for Academic Affairs

DATE: June 1, 2018

SUBJECT: Proposal regarding Academic Staff Development, Promotion, and Retention

Academic Staff Development, Promotion and Retention, known as Academic Implementation Committee Initiative #11 is attached for your review. The subcommittee that developed the proposal, Academic Staff and Structure Committee (ASSC) was chaired by Kelly James-Penot. Martha Resavy served as staff liaison between the staff council and the ASSC.

As reported and verified by Academic Reorganization Implementation Committee (ARIC) chair, Jeffrey Wiggins, this initiative has been revised through broad engagement, communication, and feedback from stakeholders, administrators and governing bodies since your initial approval of the proposal framework in February of 2018. ASSC and ARIC have collated, discussed, reviewed and modified the document to achieve compromise between stakeholder responses while preserving the aspirational merits of the original proposal.

As Provost, I have engaged Deans and Academic Leaders in a final review process.

I recommend that the Proposal on Academic Staff Development, Promotion and Retention be approved as a framework for staff realignment and support; and that the implementation strategies defined here move to Krystyna Varnado, Associate Vice President for Human Resources, for further review and implementation, as appropriate under her purview as the AVPHR.

Steven R. Moser, Provost
Senior Vice President for Academic Affairs

Approval:

Rodney D. Bennett, President
The University of Southern Mississippi

6/5/18
Date

#11 Academic Staff Development, Promotion, and Retention

INITIATIVE IMPLEMENTATION PLAN

Academic Staff Structure Committee

Academic Staff Structure Committee

Chair – Kelly James-Penot

Anna Barrett, Darcie Conrad, Elizabeth Cranford, Sally Downey, Darcie Graham, Heather Miller, Quentisha Jones, April Jordan, Sharon King, Gina McCarty, Martha Resavy, Michelle Shows, David Sliman, Carlos Sterling, Debbie Stoulig, Tameka Sullivan, Danielle Sypher-Haley, Terry Whittington

I. Identify the Aspirational Aims of the Initiative.

This initiative makes recommendations that emphasize and prioritize academic staff development, promotion, and retention. The academic reorganization provides an opportunity to initiate and implement these recommendations, especially since they are related to restructuring and may involve shifts in job responsibilities. Professional development opportunities can empower staff to maximize their potential, enable career progression, and greatly benefit the University by increasing competency, productivity, and efficiency. Deficient options exist for staff advancement and promotion, so this initiative investigates potential for the creation of a promotion structure for staff. A focus on staff retention is also critical as it can provide a well-trained, engaged workforce whose goals align with the mission of the University. Staff development, promotion, and retention opportunities are necessary to create a committed, motivated community of University employees. Intentional investment, of both time and resources, in people has potential to drastically improve the University.

II. Discuss how ARSC Recommendations were integrated into Initiative.

ARSC recommendations were to include review and approval by Human Resources and General Counsel. Throughout this initiative, there has been constant involvement with HR. General Counsel will be involved as the implementation process continues.

III. Summarize the Goal(s) & Projected Outcome(s) of Initiative.

The goals of this initiative are to investigate and evaluate options for staff development, promotion, and retention opportunities at the University. Current opportunities will be identified and new opportunities will be explored. The projected outcome of this initiative is a comprehensive staff development, promotion, and retention strategy that will foster a dedicated community of University staff members.

IV. Timeline: Describe in detail the timeline for implementation.

Some of the hurdles with this initiative are determining which entity will “own” the processes. Many of these issues are still in discussion, but the following timeline is proposed for each piece of the initiative.

Staff Development: Implementation could begin after July 1. Once the Academic Staff Operations Manual is final, Schools and/or Colleges can begin cross-training staff to familiarize them with new job duties, if staff roles have changed. Existing options for professional development have been identified and can be provided to University staff members.

Staff Promotion & Retention: Implementation is partially dependent on processes happening within HR. Many strategies involved in this initiative are directly related to HR’s proposed Compensation Policy, which is currently in the process of being approved. Once approved, work can continue to fully address staff promotion and retention opportunities as identified in the proposal.

V. Implementation Methods & Communication:

a. Describe implementation methods and process.

Staff Development: Implementation methods and processes should involve a continuous discussion between employees and their direct supervisor. Colleges and Schools should also consider offering professional development opportunities that will benefit staff members and provide cross-training opportunities. College

wide monthly staff meetings could provide a vehicle for the delivery of this content.

In the long term, we recommend creating a dedicated position or office be put in charge of development, offerings, and advertising of professional development opportunities.

In the short term, we recommend that the staff annual evaluation process be reevaluated to reflect an emphasis on professional development and the setting of goals for the upcoming year.

Staff Promotion & Retention: Committee members will continue to collaborate with HR to develop this piece of the initiative. Implementation must include major oversight from HR to ensure staff and supervisors understand existing options, future opportunities, and new policies.

b. Describe the communication plan to convey information to the campus community.

Staff Development: At implementation, staff and supervisors should use the annual performance evaluation process to discuss professional development. Once a final “owner” is identified, that person/office should be responsible for communicating opportunities to staff.

Staff Promotion & Retention: Once the full process is identified, the employee handbook should be revised to reference the resource for these opportunities. HR should be involved with communicating the established policies and helping staff and supervisors navigate options.

VI. Metrics & Milestones:

a. Describe quantifiable metrics to assess initiative implementation effectiveness and progress.

Staff Development: The number of participants in professional development or cross-training sessions could be recorded and tracked over time. Increases over time could provide leverage to expand opportunities in the future. Annual evaluations can identify and measure progression in professional development activities, which can be collated in the Dean’s offices of each College (until a formal person/office “owns” staff professional development).

Staff Promotion & Retention: To be determined when the full process is identified.

b. Describe qualitative metrics to assess initiative implementation effectiveness and progress.

Staff Development: Qualitative metrics can involve staff responses to the opportunities provided. We recommend that an academic staff survey be developed to evaluate effectiveness and progress, in consultation with HR.

Staff Promotion & Retention: To be determined when the full process is identified.

c. Identify key milestones and associated target dates.

Staff Development: Colleges and Schools should focus on implementing professional development and cross-training opportunities after July 1. Annual evaluations should be required and used as a communication platform to discuss professional development opportunities between staff and supervisors.

Staff Promotion & Retention: To be determined when the full process is identified.

Personnel Resources:

d. Identify the academic personnel/units with whom partnership is necessary to implement initiative.

Staff Development: Until an “owner” is identified, staff and supervisors must have a strong partnership to ensure staff professional development goals are set, met, and continuously assessed. Academic units (Schools and Colleges) should support these efforts by offering routine professional development opportunities.

Staff Promotion & Retention: School directors and all supervisors must have an understanding of promotion policies and retention strategies. Staff must be aware of options or opportunities that exist.

i. Describe the plan to build and maintain this/these partnership(s).

Staff Development: Staff and supervisors should use the annual performance evaluation process to discuss professional development and build and maintain a partnership for mutual benefit.

Staff Promotion & Retention: To be determined when the full process is identified.

e. Identify non-academic personnel/units with whom partnership is necessary to implement initiative.

Staff Development: We recommend that annual evaluations be a mandatory procedure for all university employees. Annual performance evaluations should be used to discuss professional development and build and maintain a partnership for mutual benefit. As previously stated, current professional development opportunities exist, but are limited. The USM Association of Office Professionals, Division of Student Affairs, Provost’s Office, Human Resources, and Center for Faculty Development have various opportunities that exist. These programs have potential to be leveraged to expand professional development options within the university. The creation of a “Center for Staff Development” office is recommended to coordinate efforts between academic and non-academic units and oversee a staff professional development program that serves all campuses.

Staff Promotion & Retention: HR must be highly involved with this initiative and implementation efforts. General Counsel will also be needed to review the final process.

i. Describe the plan to build and maintain this/these partnership(s).

Staff Development: Groups currently offering professional development opportunities have been contacted and many are willing to consider offering some of their programs to a broader audience.

Staff Promotion & Retention: HR and General Counsel should be involved throughout the implementation process and as changes are identified and/or deemed necessary.

VII. Financial Resources:

a. Identify the financial requirements necessary to implement initiative.

Staff Development: In the short term, no financial requirements are necessary. In the long term, it is recommended that a dedicated person/office is established to manage and promote staff professional development opportunities, which will have some financial impact.

Staff Promotion & Retention: To be determined when the full process is identified. HR's proposed compensation policy identifies some strategies for dealing with financial impacts.

b. Describe the plan to secure these resources.

Staff Development: In the short term, minimal resources are needed. If a designated person/office is implemented in the long term, the Vice President of Finance & Administration and the Provost's Office should be consulted for resources.

Staff Promotion & Retention: To be determined when the full process is identified, but will likely involve the Vice President of Finance & Administration and the Provost's Office.

c. Specify the short- and long-term financial impacts of this initiative (if applicable).

Discussed in a & b above.

VIII. Potential Constraints:

a. Highlight general team concerns and potential constraints.

The biggest hurdles for this initiative are identifying the "owner" of each process. Without an identified "lead" for each piece of this initiative, progress is constrained.

b. Identify strategies to resolve issues highlighted in 9a.

Numerous discussion and meetings have been held to try to address the concerns and constraints. These discussions have involved committee members, as well as outside sources.

IX. Institutionalization:

a. Identify the personnel/units who will be ultimately responsible to maintain the goals of the initiative.

Staff Development: Until an "owner" is identified, this is to be determined. However, individual staff members should be empowered to set and reach for their own professional development goals. Supervisors must be held accountable to complete annual performance evaluations and work with HR to define an effective process. Staff and supervisors should use the annual performance evaluation process to discuss professional development.

Staff Promotion & Retention: To be determined when the full process is identified, but likely to include heavy involvement from HR.

b. Discuss the team's handoff/exit strategy from the team to the personnel/units identified in 10a.

To be determined.

c. Identify the date at which full implementation will be realized and work of the implementation team concludes.

Since there are many University efforts in process that align with the goals of this initiative (e.g., HR's proposed compensation policy), work is expected to continue as those processes are finalized and implemented. These new processes will inform this initiative as it moves forward. The implementation team will continue work through the Fall 2018, with hopes to conclude by the end of the Spring 2019 term.

Academic Staff Development, Promotion, and Retention

INITIATIVE #11 Academic Staff Structure Committee

May 4, 2018

Academic Staff Structure Committee

Chair – Kelly James-Penot

Anna Barrett, Darcie Conrad, Elizabeth Cranford, Sally Downey, Darcie Graham, Heather Miller, Quentisha Jones, April Jordan, Sharon King, Gina McCarty, Martha Resavy, Michelle Shows, David Sliman, Carlos Sterling, Debbie Stoulig, Tameka Sullivan, Danielle Sypher-Haley, Terry Whittington

This initiative makes recommendations on academic staff development, promotion, and retention. Intentional investment in these areas could improve service, productivity, and engagement of University staff members. The development of this proposal involved a thorough evaluation of the current academic staff structure, which is outlined in another proposal submitted by the Staff Structure Committee (i.e., School Staffing Structure). There was a clear lack of consistency in job titles and pathways for advancement. While faculty have a defined advancement process (i.e., promotion and tenure), a parallel structure does not exist for staff. Staff development, promotion, and retention opportunities are necessary to create an engaged and motivated community of University staff members. Implementation of these opportunities has the potential to change the staff culture by developing a diverse, well-trained, and committed workforce who aim for constant improvement of themselves and the University.

Peer institutions were also investigated to identify appropriate recommendations for this initiative. Some universities provide distinct job classifications (e.g., Georgetown University), which can allow employees to effectively manage their careers. In addition, many institutions assist employees with managing their careers (e.g., Alabama A&M University, Texas A&M, University of Houston, University of Michigan, University of New Mexico). Career ladders are often used to enhance skill progression and responsibilities, while providing opportunities for career advancement. Career ladders are beneficial to both employees and supervisors. Employees gain opportunities to develop new competencies, increase responsibilities, and allow for career advancement. Supervisors benefit by increased experience, service, and work quality and the ability to retain high quality employees. These benefits align with the overarching goals of this proposal.

Statement of Objectives

The following recommendations are proposed:

- **Staff Development**

The support and promotion of professional development should empower staff to maximize their potential and provide great benefit to the University. Opportunities for growth in professional skills will increase staff competency, productivity, and efficiency, which could help eliminate the "Southern Miss Shuffle".

Professional development opportunities must be provided on a regular basis to enable career progression for staff. Some professional development opportunities already exist, but should be better advertised and participation should be encouraged. Existing professional development opportunities are listed in appendix A, but would also include university courses. Additional professional development opportunities should be initiated and focus on key skills needed to improve academic services. We also recommend the creation of a "Staff Leadership Institute" or "Center for Staff Development," which can bolster professional development opportunities and cultivate leadership initiatives.

In addition, we recommend the establishment of a staff mentoring program. Mentors could be faculty, staff, or administration. Staff mentors, or individuals considered an "expert in their field", can provide mentoring to new and entry level staff. Utilizing and supporting staff expertise to provide professional development opportunities can foster collaboration and

build teamwork. Faculty mentors can create partnerships with staff to increase collaboration and mutual respect, and can serve as advocates for the staff within Schools or Colleges.

- **Staff Promotion**

Staff promotion must be a high priority as it has potential to lead to increased engagement, motivation, commitment, and ownership in the University. Current promotion opportunities for staff are only available when a higher level position becomes vacant (Appendix B). The only way to advance in a current position is through the existing "education enhancement" option (Appendix C). More opportunities must be developed to reward excellence in job execution for staff that exceed job expectations and responsibilities.

We recommend the development of a career ladder for academic staff. Promotion potential could involve setting up a system of advanced titles (e.g., Administrative Specialist I-III). Job descriptions and responsibilities for each level should be coordinated with Human Resources, but must indicate a progression in duties, autonomy, and supervisory responsibilities. The career ladder should also include minimum qualifications and eligibility for each level.

In the original proposal, we recommended implementing a performance-based raise system. Unfortunately, we have learned that performance-based raises are not allowable according to rules designated by the State of Mississippi.

To ensure success of staff promotion opportunities, annual performance evaluations must be required. Consistent annual evaluations are not happening at all levels of the University. Ensuring every staff member gets an annual evaluation will document individual staff member's contributions and growth. Evaluations also provide a continuous record of performance that can lead to career progression opportunities.

The annual performance evaluation process should be reviewed and revised. Evaluations should create dual dialogue, with the employee evaluated by the supervisor and the supervisor evaluated by the employee. Employee evaluations should also include input from other individuals with which the employee has direct collaboration (i.e., chairs, staff they supervise). Creating a dual dialogue for annual evaluations could increase teamwork, engagement, and understanding between employees and supervisors. Constructive criticism and honesty must be encouraged, without the threat of repercussion. In addition, annual performance evaluations should document any professional development completed during the evaluation year. The review should include goals for future years, as well as a review of the prior year's goals and accomplishments. This process will allow staff and supervisors to evaluate progress and establish goals that are mutually beneficial.

In the original proposal, we recommended the development of a designated budget line to serve as a centralized pool of funds to support staff promotion and compensation increases. Due to the current funding situation, this recommendation should be revisited in future years as funds allow.

The following recommendations could be used to acknowledge staff excellence, in the absence of a raise opportunity:

- Covering expenses associated with professional development opportunities (e.g., certifications, workshops, training sessions)
 - Modified work schedules (e.g., flex schedule, compressed work week)
 - Staff appreciation/acknowledgement (e.g., “Staff Member of the Month”)
- **Staff Retention**
- The University should attempt to develop and retain strong, diverse staff whose talents align with the missions of the institution, colleges, and schools. Retention of high quality staff will improve customer service and create a foundation of long-term dedication to the university. Staff retention will be enabled by the establishment of professional development and opportunities for career progression. Developing a culture of intentional investment in university employees will promote staff retention.

Strategic initiatives could be developed to promote a culture of equality between and within all levels of the university. Equality should include mutual respect, support, and consultation. While situations will vary on a case-by-case basis, some staff positions need parity in decision making. Shared governance could improve staff buy-in, engagement, and retention.

Implementation Strategy

On July 1, 2018, most academic staff will have a new academic unit (i.e., school), which may also involve changes in job titles and descriptions. Swift implementation of the recommendations in this proposal will aid the transition process. Implementation of staff development, promotion and retention initiatives will require support from University administration. Faculty and staff will also be involved in the implementation process. Human Resources must be involved in developing protocols and coordination for many of the recommendations in this proposal.

Implementation of a strategic plan for staff development could begin immediately. Providing broad professional development options during the reorganization transition will provide cross-training opportunities, which were recommended in another proposal (Maximizing Operational Efficiency in Academic Processes). Initially, existing options should be identified, advertised, and leveraged. New opportunities can be developed over time. Once the full process is identified, the employee handbook should be revised to reference the resource for these opportunities. HR should be involved with communicating the established policies and helping staff and supervisors navigate options. A staff mentoring program can be initiated at the onset of the reorganization. Staff organizations (e.g., Staff Council, AOP) can serve as advocates for staff development and the opportunities available.

Implementation of staff promotion opportunities will involve several critical steps to ensure success. In the short-term, annual performance evaluations must have a mandatory, defined process that is updated to include dual evaluations (i.e., supervisor evaluates employee and employee evaluates supervisor). Evaluations must have strict enforcement to create documentation of staff progress or regression. In addition, a process for career progression must be established. Eligibility must be defined and incorporated into the employee handbook, which should include how often a staff can petition for an advancement in title. Human Resources is

working on a Compensation Policy that will inform and initiate this process. In the long term, the development of career ladder should be explored and developed to create defined pathways for staff advancement.

Implementation of staff retention will be largely dependent on the successful development of staff development and promotion opportunities. A job market comparison will be conducted as a part of the HR Compensation Policy to ensure competitive salary and benefits exist. In addition, current staff could be surveyed to determine current levels of job satisfaction. A reporting system should also be developed to allow staff to voice concerns about workplace concerns (e.g., issues with coworkers, issues with supervisor, changes in job duties, etc.), with the option of anonymity.

Short- and Long-term Financial Impacts

To reduce the financial burden associated with providing professional development opportunities, faculty, staff, and graduate student expertise should be utilized to promote partnerships and expand mentorship. Some University units have expertise in areas that could provide staff development opportunities. For example, the Department of Human Capital Development already offers a professional development series, which could be leveraged to develop a similar program for USM staff. Staff should be encouraged to enroll in university courses that could serve as professional development. This would also leverage existing options for professional development, which are covered through the staff tuition waiver benefit. Staff should be encouraged to participate in existing professional development opportunities (Appendix A). If existing professional development opportunities are successful and well attended, additional opportunities could be offered in the long-term with minimal financial impacts. There should be no financial impact to develop a staff mentoring program.

Staff promotion and retention are expected to have no financial impact in the short-term, as the processes must first be developed. In the long-term, financial impacts will increase as staff take advantage of career progression opportunities. However, the value gained from a more efficient, forward-thinking workforce is likely to make the investment worthwhile. This proposal also provides several recommendations for staff promotion that require no financial impacts (e.g., modified work schedules, staff appreciation) or one-time minimal impacts (e.g., covering costs associated with professional development). These options can be utilized as warranted by financial conditions to provide staff promotion opportunities, while encouraging staff retention.

Evaluation Strategies

Evaluation strategies should include tracking the number of staff that participate in the recommendations of this proposal. Baseline data collection must be initiated. Data must be collected continuously, as tracking participation over time will be critical.

Specific data that should be collected for each recommendation are outlined below:

- Staff Development: number of participants by professional development session; number of participants in professional development by term/year; number of participants in the staff mentoring program

- Staff Promotion: number of staff that initiate the career advancement process; number of staff that increase position levels each year; number of staff that receive benefits that are not based on compensation
- Staff Retention: number of staff that leave employment; number of staff that make lateral moves within the University; reasons that staff make lateral moves within the University

We recommend that these data are collected, maintained, and available to academic units (as requested or needed). These data and metrics will provide a foundation to evaluate the recommendations of this proposal in the short- and long-term. Analysis of these data could also determine if the recommendations are successful and beneficial for staff and the university community.

References

- Ellucian Co. and Cornerstone OnDemand. 2016. Empowering Employees: The state of employee engagement and retention in higher education. Reston, VA. [Accessed 2017 November 10]. <https://www.ellucian.com/White-Papers/Cornerstone-Empowering-Employees/>
- Georgetown University Human Resources. 2017. Georgetown University Job Profile Catalog. Washington D.C. [Accessed 2017 November 6]. <https://georgetown.app.box.com/s/x1mzda8przpwu2z52s3aps16mrbtq0x3>
- Selesho, V. and I. Naile. 2014. Academic Staff Retention As A Human Resource Factor: University Perspective. International Business & Economics Research Journal. 13(2): 295-304. [Accessed 2017 November 10]. [Link to article](#).

Appendix A

On Campus and/or University-Oriented Professional Development Opportunities:

- **Association of Office Professionals (AOP):** “The USM Association of Office Professionals (USMAOP) is dedicated to providing opportunities for communication and relationship building among staff members of the University.” Administrative Support Personnel, retired USM employees and any others who are interested in advancing AOP’s purpose (including supervisors and students) are eligible. Rights and duties vary according to type of membership. Annual dues are \$5.

Professional Standards Program (PSP) – A series of eight (8) certificates which can be obtained. Program is administered at the national level (National Association of Educational Office Professionals – NAEOP). USM AOP has set stipulations in addition to those mandated at the national level. The website indicates “AOP members are granted salary increases for exhibiting the desire to improve personally and professionally as a university office employee.” Approved monetary scale for completion of the PSP requirements is outlined, along with more detail regarding the PSP, at this link: <https://www.usm.edu/association-office-professionals-aop/psp>

<https://www.usm.edu/association-office-professionals-aop>

Additional information pertaining to AOP and PSP:

- AOP began under President McCain and by-laws have been routinely approved/signed by university presidents annually. Dr. Bennett, however, did not approve/sign the by-laws for FY18.
 - AOP is not university affiliated or financially supported and relies on volunteer time.
 - AOP currently has no president-elect.
 - AOP supports PSP with its offerings and an employee must be a member of AOP in order to apply for participation in PSP.
 - Presently, no participation/completion data exists.
- **The Office of Online Learning (encompasses what was previously known as The Learning Enhancement Center):** The current website states, “The Learning Enhancement Center incorporates traditional services, such as faculty professional development, multimedia production, instructional design, and training along with unconventional ones, such as the Think Center and Online at Southern Miss (formerly Eagle Learning Online).” The LEC is committed to “provide essential academic support and to positively impact student success and faculty achievement”. The Office of Online Learning provides support “to online students, to faculty teaching online courses, and to units seeking to develop, grow, or improve online programs” at the University. Links to types of faculty and student services can be found here: <https://online-learning.usm.edu/lec-services/>

<https://online-learning.usm.edu/who-we-are/about-lec/>

NOTE: Provides limited opportunities for staff development.

- **Student Affairs Professional Development Program:** “The Student Affairs Professional Development Program exists to 1) facilitate the development of skills and knowledge beneficial to student affairs work and 2) promote the collaboration of professionals within and outside the Division.” The Program “strives to fulfill its purpose by coordinating events intended to help staff members and GAs acquire new skills and knowledge that advance the Division of Student Affairs mission.” Through award nominations, the Division also seeks to recognize exceptional staff members for “outstanding contributions to the Division’s mission...that empower our students so they may reach their full potential.”

<https://www.usm.edu/student-affairs/about-professional-development-staff-members>

Overview of standing and upcoming programs led by Dr. Michael King:

- Developing SA Leaders. This session is held the second Thursday of each month and involves a 50-60 minute session with the goal of further empowering and enabling current and future directors.
- Student Affairs is my JAM! This session is held on the last Friday of every month. Dr. King hosts an article discussion group. The articles focus on higher education and student affairs topics (e.g., student learning beyond the classroom).
- Assessment Tastes Better with Starbucks. This program is held every Tuesday morning at Starbucks. During this time, DSA staff members may stop in and consult with Dr. King on a future or current assessment project.
- Book Club. Dr. King is organizing a summer ‘book club’ for interested staff members. Over the course of 4-5 meetings the group will discuss chapters from Morten T. Hansen “Great at Work”.
- More details can be found at the following website:
<https://www.usm.edu/student-affairs/upcoming-workshops-and-events>

There may be potential to offer these programs to staff outside of the Division of Student Affairs, but would involve future discussions with Dr. King and the new VP (Dr. Dee Dee Anderson).

NOTE: Active program, but targeted towards Division of Student Affairs professionals.

- **USM Center for Faculty Development**

Information below was generated from Dr. Amy Miller and the website

(<https://www.usm.edu/center-faculty-development>)

- Founded in 2016
- Operates under the Provost’s Office
 - Currently searching for a Faculty Director, who will begin on July 1
 - One staff member
- Overview of Current/Upcoming Faculty Programs
 - New Faculty Orientation and First Year Experience
 - First Year Experience

- Difficult Conversations: What to do when issues arise with students or colleagues
- Turning the Mid-Year Corner: Taking a Break and Taking Stock
- Making the Most out of Professional Mentoring Relationships and Opportunities
- Continued Success at Southern Miss and Beyond: A casual end-of-year conversation with Provost Moser and Vice Provost Miller
- Faculty Working Groups
 - Various working groups that were set up by colleges (for their faculty) or by faculty to address a particular area (e.g., First-Generation Faculty Workgroup, Multidisciplinary Faculty Writing Group).
- Teaching Forums
- ACUE Faculty Institute
- Workshops and seminars
 - One workshop was offered in Spring 2018 by the Office of Institutional Effectiveness, Assessment, and Accreditation

NOTE: Active program, but targeted towards faculty professional development. There is potential to create similar programs for staff members, which could be initiated at the College or School level. Dr. Amy Miller was willing to offer some of the seminars/workshops with content specific to staff professional development. In the long term, it would be beneficial to set up a Center for Staff Development.

- **Academic Impressions**
(<https://www.academicimpressions.com>)

Academic Impressions “serves colleges and universities through conferences, webcasts, publications, and membership.” It offers “professional development opportunities that are rooted in practical application and delivered by vetted experts. The topics are needs driven and based on research with practitioners in the field.”

The University is a subscribing member and, as such, **all** Faculty and staff have access to exclusive resources including, but not limited to, online training. The available resources would be of interest and valuable to employees at all levels of advancement (including entry level). Focus areas under the University’s current subscription include Academic Affairs, Student Affairs, Advancement, and Enrollment Management.

As a subscribing member for the PRO version, there is no additional cost for online webinars which can be viewed by individuals or groups. Flex passes are also available under the current University subscription. These allow for access to

particular opportunities which are offered outside of the focus areas already covered with the subscription level.

Allison Gillespie is willing to provide detailed information regarding availability and access for distribution to staff.

- **Human Capital Development Professional Development Series**
(<https://www.usm.edu/gulfcoast/human-capital-development/training-and-development-certificate-program>)

The Series offers training and development via interactive sessions which are facilitated by university faculty and industry experts. Sessions are offered in areas related to management, working relationships, prioritization of time, etc. Programming is fee based and available to university employees. Fees may be waived for university employees.

- **Various professional organizations offer development opportunities and, possibly, CEU credits** but most require membership fees and events may require travel, registration fees for webinars, etc.
- **Applicable certification programs** which may offer a professional development track towards obtaining the certification and which usually have associated fees.

Off Campus/Community-Oriented Professional Development Opportunities:

- **Area Development Partnership:** “ADP members are offered the best networking opportunities in Greater Hattiesburg through a variety of events, designed to help you learn, grow, and connect.” Events include, but are not limited to, community-oriented ones related to area economic development, a professional development series of sessions, etc. The website doesn’t provide a cost of membership, but this is what it says about joining:

“Joining the ADP is a simple 3 step process:

- 1. Set up a meeting with our membership director by calling our office, or by filling out the request for information form on this page. This personal meeting will introduce you to the many programs and benefits of the ADP while answering any question you may have.*
- 2. Fill out an Application. Our Membership Director will provide you with an application, or you can apply online here. We will then consult with you to determine the proper categories and classifications for your membership.*
- 3. Submit your payment. Once your application has been approved, you will submit payment for your first year of membership and will become an official member of the ADP. You will see the benefits almost immediately as you receive weekly emails, event invitations and opportunities to connect with other members.”*

<https://www.theadp.com/>

- **Pine Belt Young Professionals:** PBYP is within the ADP. “As you connect, grow, and serve with us, we hope you will find yourself meeting new and interesting people, developing as a professional, and becoming more involved in the community.” Annual dues are \$75, and if joining after March 31, dues are \$37.50. Events include networking, relevant topic speakers, etc.
<https://pbyp.squarespace.com/application/>

Other MS IHL Professional Development Opportunities:

University of Mississippi offerings *through Human Resources/Training & Development:*

- The LEAD Series – No indication of cost
- Commercial products led by certified facilitators: The 5 Choices to Extraordinary Productivity (\$150 materials fee), Leading at The Speed of Trust (\$120 materials fee)

See <http://hr.olemiss.edu/development/lead-series/> and <http://hr.olemiss.edu/development/covey-on-campus/> for details.

Mississippi State University offerings *through Human Resources:*

- General workshops
- EASE – Education for Administrative Support Employees
- LEAP – Leadership Excellence for Accomplished Professionals
- Support Staff Conference
- PRO Chats

See <http://hrm.msstate.edu/development/>. For more detail, select Training, Programs and Events, etc. to the right of the page.

Appendix B

The University of Southern Mississippi Employee Handbook

Section: Employment Policies

Subject: Changes in Employment Status

Retrieval No.	1007
Page No.	1 of 2
Date	July 1, 2017
History	July 1, 1995 July 1, 1993

Promotions

Opportunities for promotion at Southern Miss occur when a higher level position becomes vacant. Employees are encouraged to prepare for possible promotion by taking advantage of growth and educational opportunities available to them on campus and by performing current duties with excellence. When a vacancy occurs and is posted, employees are encouraged to investigate it, and if they are qualified, to apply for it, if interested.

Promotions are not automatic. When a vacancy occurs, it must be posted for the minimum required time. During that period anyone qualified for the vacancy can apply. The hiring authority is mandated to select the best candidate available. If the best candidate has applied from an on-campus position at a lower level, then a promotion can occur. If, however, a better candidate applies, the manager may select that person. No job or promotion is "guaranteed" at USM; each vacancy is considered an opening and is available to applicants who are interested and who qualify. Southern Miss does encourage supervisors and hiring authorities to consider University employees first for promotional opportunities.

Applications for a promotional opportunity are managed the same way as any opening or vacancy is handled.

Interested employees must complete an application. This serves as "official" notification of interest in the vacancy. No candidate will be considered for any staff position unless an application has been submitted.

Normally an employee can be considered for a transfer or a promotion only after he or she has been employed for at least six (6) continuous months. However, the AVP Human Resources may authorize a transfer for an employee before the six (6) month waiting period when the needs of the University warrant such action.

Employees will be provided an opportunity for promotional consideration without regard to race, age, color, religion, sex, national origin, veteran status, physical and/or mental disability, and/or political affiliation.

Transfers

A staff employee is eligible for consideration for a lateral transfer or reassignment to another University position after serving in a staff position for a period of six (6) months, provided the request can be justified. However, it is possible to be reassigned earlier than six (6) months if the transfer is made for the business necessity of the University. Early transfers, if in a different department must have approval from the AVP of University Human Resources

Transfers within departments or between departments must proceed according to Affirmative Action hiring guidelines. A vacancy cannot be filled "automatically" within a department or between departments.

Dates of transfer shall be arranged for a time mutually agreeable to both the receiving and releasing department, no less than two (2) weeks nor more than four (4) weeks from the date of acceptance by the staff member recommended.

The act of changing jobs may not warrant a pay change.

Appendix C

The University of Southern Mississippi Employee Handbook

Section: Fringe Benefits

Subject: Education Enhancement

Retrieval No.	3011
Page No.	1 of 1
Date	June 1, 2014
History	July 1, 1995 July 1, 1993

The following schedule of payments will be made to all University staff employees who attain an advanced degree or successfully complete the Professional Standards Program (PSP) Certification.

Certificate or Diploma	Award
(PSP) First Certificate	\$ 600.00
(PSP) Each succeeding Certificate (excluding Bachelor's or Master's)	\$ 500.00
Certified Public Accountant	\$1,000.0
Professional Engineer or	\$1,000.0
Bachelor's Degree	\$ 800.00
Master's Degree	\$1,000.0
Doctoral Degree	\$1,200.0

A Personnel Action Form with copies of the certificates, official transcripts, and/or diplomas will be forwarded to University Human Resources for processing. Monetary adjustments to the employee's salary will be made effective the date the PAF is received in HR as long as the degree has been conferred and/or dissertation successfully defended. The increase in salary will become a part of the employee's annual base salary. The education enhancement will in no case be retroactive.