

May 14, 2008

**This paper contains the suggested ranked categories and rankings within the categories that the committee of Mark Briggs, Kathe Brinkmann and Anna Tsai outlined.**

**CAP Instructions:**

- **Please evaluate the 4 categories in terms of highest priority**
- **Within the categories, please rank the recommendations by highest priority in descending order**
- **Please choose your top three recommendations of the total 19 recommendations and rank them**
- **Please email your choices to Kathe Brinkmann (brinkman@uiuc.edu) by Friday, May 30<sup>th</sup>. Thank you!**

**AP Task Force Recommendations**

**1. HR Policy/Performance Issues**

**2 and 11 similar**

2. Design and communicate a philosophy of compensation for academic professionals that clearly outlines such principles for academic professional as base salaries for new hires, promotional increases, annual merit increases, and annual equity reviews for salaries. Explore options for supplemental meritorious pay, if/when applicable.

11. Undertake a project to provide a documented clarification of *Statutes*, policies, and practices that talk about academics. Often, it is not clear how to interpret the *Statute* or policy as it applies to academic professionals. Unique interpretations have led to varied implementations across Campus

5. Add a component to the performance review process that relates the unit and University's strategic plans to the performance review, encouraging congruence between individual and institutional goals. Include suggestions for unit-determined, job-specific criteria such as leadership, teamwork, customer service, and partnerships. The review should include core knowledge, skills, and abilities (KSAs) needed for the position. A professional development plan should be expected as part of the review as well. Require supervisory *and* employee training on their roles in performance reviews to instill a culture of self-evaluation and accountability, along with a full understanding of the entire process.

### **16 and 18 similar**

16. Develop a transfer assistance program for academic professionals who wish to pursue advancement by transferring to another unit or area of work. Cornell's QUEST program is an interesting model.

<http://www.ohr.cornell.edu/contactHR/rec/quest.html>

18. Create talent search options for employing units to recruit academic professionals who wish to advance in their career. Currently, recruiting is ad hoc through personal networking and/or through the use of some discipline-specific group email distribution lists.

### **8 and 19 similar**

8. Evaluate progress in improving the workplace for academic professionals by gathering climate information with online exit interviews for personnel moving around Campus or off-Campus to new positions.

19. An electronic academic professional survey should be conducted every year or two by survey professionals to measure the success of programs and to ascertain progress on issues of concern to academic professionals

3. Address issues unique to part-time academic professionals, and in particular, determine if percentage appointments are sufficient to meet the needs of the employing unit with a periodic review of appointments to resolve any associated issues. Review the University policy on notice of non-reappointment limitations for part-time academic professionals to determine if previous recommendations by the Council of Academic Professionals can proceed to the Board of Trustees.

## **2. HR Training/Development**

12. Expand the new employee orientation programs held in the fall to include winter, spring, and summer to accommodate the fact that academic professionals are hired throughout the year. Implement strategies to connect new academic professionals with their peers and the Campus. (short term )

6. Create a navigation tool that maps out a path for career advancement. Map the structure in the Banner Human Resource System with the industry standard of job families, showing how titles are used on this Campus and relate it to options for career progression. Early on, this tool could simply follow 20 academic professionals through their varied career paths showing the titles held as they moved through their career. Later, a more complex, system-wide tool could be developed that would walk academic professionals through possible career paths and titles. (long term)

13. Design Campus-wide programs that cultivate academic professional excellence in leadership, creativity, innovation, teamwork, conflict resolution, problem solving, emotional intelligence, and strategic thinking.

**9, 15 and 17 are similar**

9. Create and foster a Campus-wide mentoring program that could be led by academic professionals in colleges and administrative units.

15. Design and implement rotational programs, job shadowing, and/or job sharing opportunities for existing employees to explore work in other units as part of a career advancement and assistance program.

17. Institute a Campus-wide undergraduate internship program, similar to industry to recruit from our own rich pool of students to develop a diversified pool of new academic professionals that have a broad understanding and commitment to the University. As 33% of APs are 50 years of age or older and are eligible to retire in the next five years, an investment must be made in recruiting.

**3. Career Support/ Community**

1. Create a forum for the academic professional community with a Web site that becomes the focal point for career resources and self-improvement, allows for a quick survey of opinions from academic professionals, and enables an ongoing exchange of ideas. Populate the Web site with resources about special interest groups, how to nominate a colleague for recognition, and programs outlined in the short- and long-term recommendations. The Web site is proposed to be a centralized location for information geared specifically to the academic professional community. A sample mockup is on the cover of this report, in the appendix or can be found online at [www.cvm.uiuc.edu/work/ap\\_web](http://www.cvm.uiuc.edu/work/ap_web).

The proposed academic professional Web site is organized by: **Who We Are** including strategic connections to Unit/Campus/University plans, core information about the employee group, policies, practices, orientation, and FAQs. **Grow Yourself** is self-, team- and unit-directed with training programs, evaluation tools, goal setting, mentoring programs, and resume building. **Explore Your Career** navigates your University career with a pathways tool, job shadowing program, a “mix-it-up” rotation program, and access to job descriptions. **Get Involved** revolves around contributions to Campus, joining and leading interest groups, nominating colleagues for new recognition programs, developing volunteerism opportunities, and social networking. **Recruit** provides employing units opportunities to search for academic professional talent and expertise among our existing pool, a Campus-wide internship program for recruitment, and transfer assistance program for outstanding employees searching for their next position.

14. Institute and offer Campus-wide, self-directed career assistance with programs in self-assessment, building your resume, mock interviewing, and goal setting through Campus-based training programs.

7. Increase recognition programs to acknowledge innovation, leadership, impact, and advancement at the Unit, College and/or Campus level and consider young career and mid-career awards, as well as awards tied to strategic initiatives. Continue with the Chancellor's Academic Professional Excellence (CAPE) award for demonstrated excellence based on the criteria of work, personal, and professional contributions.

#### **4. Leadership**

4. Share the Campus-wide strategic plan with presentations specifically targeting academic professionals to gather input and ideas on connections of academic professionals to the strategic plan.

10. Encourage academic professionals to get involved with their College and Campus committees, join and lead interest groups, develop volunteerism opportunities, and engage in social networking.