

## Office of Undergraduate Education (OUE) Professional Development Guidelines

### Purpose

One of our greatest resources in OUE is our staff, individuals who dedicate their professional careers to serving our students and faculty and supporting the educational mission of Georgia Tech. Professional development opportunities are an important manifestation of OUE's commitment to inclusion and diversity. Additionally, they support knowledge, leadership, and other skills critical to performance, success and career progression- and ultimately helping staff achieve their career aspirations. In turn, this provides Georgia Tech and OUE a stronger sense of community and a higher quality of academic services to our students and other stakeholders. This protocol for professional development was developed to provide a consistent and intentional approach to professional development across all units in OUE and serves as a guide for all managers and supervisors to follow.

### Scope

Professional development is broadly construed and includes but is not limited to: attending workshops, conferences, and short courses; serving on committees or task forces, either ad-hoc or standing; serving professional organizations through leadership positions; presenting or serving on panels; education advancement; and other related activities.

### Process

At the beginning of each calendar year, in alignment with Georgia Tech's regular performance evaluation cycle (which already includes establishment of career and professional goals) unit directors will establish protocols for continued development and discussion of professional and career development goals and ideas between their managers and employees. Discussions will include both immediate and ongoing commitments, and the immediate semester and year will have the most specificity. Professional development goals will be discussed along with the performance goals for the employee's position so that there is alignment, where possible, between the two kinds of goals.

The unit protocols should ensure that goals will be revisited by the manager and staff at least once during the calendar year, preferably at mid-year. Also, each employee's professional development will be revisited with the manager near the end of the calendar year in preparation for making plans for the new year and performance cycle. Where applicable, unit directors should also review these plans for their indirect reports.

In addition to unit-level professional development, the Office of the Vice Provost for Undergraduate Education (OVPUE) staff will coordinate division-wide professional development and training as related to their areas of responsibility, including: administration and finance; communication and marketing; and data, research and assessment. These activities may occur within various OVPUE committees but are also available to all staff as appropriate.

### Considerations

Factors managers should consider before approving professional development include but are not limited to:

- Impact on the staff member's unit, stakeholders, OUE, and Georgia Tech
- Alignment with the staff member's level of position and core responsibilities
- Alignment with the staff member's short- and long-term career goals
- Amount of time out of the workday that will be required (disruption of student services or other critical programs and time periods must be taken into consideration)
- Alignment of the activity with the mission of the unit, OUE, and GT
- If outside of GT or Atlanta - availability of similar or comparable professional development that may be offered locally or at Georgia Tech
- Budgetary impact (both availability of funds and appropriateness of expense)
- Impact on other unit staff (including availability of opportunities within the unit)

All managers and staff should review and ensure full compliance with GT's and OUE's travel policies and procedures at (<http://oueadmin.gatech.edu/> and <http://www.policylibrary.gatech.edu/business-finance/travel>) (for travel-related professional development).

This does not preclude the addition of new professional development opportunities when those arise during the year. The same factors need to be considered before approval. Also, any requests during the year that are approved need to be incorporated into the mid-year review, end of year analysis, and new year planning.

Professional development opportunities will be considered in the full context of the mission of the unit and the responsibilities of individual positions. Fulfilling core responsibilities for each position as well as ensuring services to students, faculty and stakeholders are not disrupted will be prioritized above professional development.