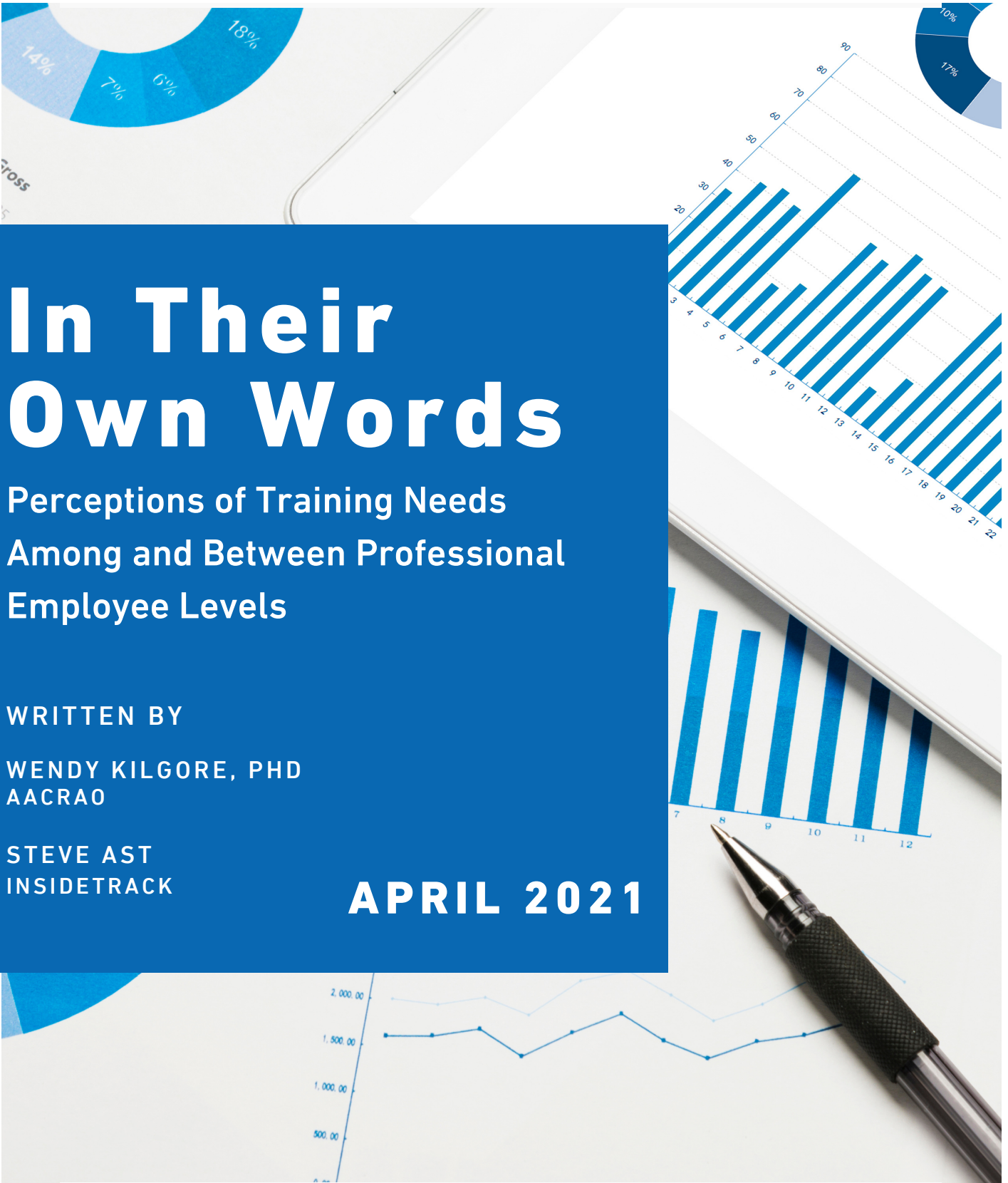# In Their Own Words

Perceptions of Training Needs Among and Between Professional Employee Levels

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TABLE OF CONTENTS

Preface

Professional development and training (PD&T) is a key component of the work of a member association. AACRAO, like other associations serving the higher education community, has delivered PD&T for its members through the traditional methods of conferences, publications, journals, and workshops, and more recently through webinars, web-based courses and other virtual formats. What skills do members of the profession seek to improve and through what means of delivery are they best served? These are some of the questions AACRAO sought to answer through this research partnership with InsideTrack.

Successful PD&T requires that associations identify the competencies and proficiencies necessary for professionals to perform at a high level, develop content and curricula that describes these skills, and deliver them in modalities that are accessible and affordable. AACRAO has developed a set of core competencies and professional proficiencies for its members and has established a strategic goal to "be the premier provider of accessible and credentialed career pathways to demonstrate competencies in the professions engaged in enrollment and academic services." Knowing the needs, interests and preferences of our members will help AACRAO more effectively and efficiently develop PD&T resources.

This report provides critical insights into what PD&T our members seek. Importantly, views of what training is of interest, how it is delivered, and what form of recognition is provided for the training differed between senior leadership, managerial staff, and front-line staff. And, not surprisingly, what PD&T that certain segments of the staff believed was important for other segments of the staff weren't necessarily aligned. These nuances in views of PD&T are important for AACRAO to understand but also for members whose institutional resources for PD&T are limited and need to be used wisely.

I hope you find this report provides insights that will help you select the PD&T resources that will best serve you, your staff, and your institutions. We thank InsideTrack for their support for this important research.

Mike Reilly

Executive Director
AACRAO

Executive Summary

Almost 1,000 individuals responded to AACRAO's invitations to tell us what they want in terms of professional development and training (PD&T) and what they believe others need for PD&T by position level. We heard from front-line staff, managerial staff and senior leadership representing institutions of different sizes, types and control. We also completed interviews with six members of senior leadership.

We found senior leadership and managerial staff agree on the top five core competencies training needs for front-line staff: problem solving, communication, service orientation, technical knowledge, and diversity and inclusion. However, front-line staff does not agree with the assessment of senior leadership. Managerial staff have the greatest level of interest in the competency area of student success before any of the other competency areas and communication was left out of the top five altogether. The majority of respondents, regardless of position, are most interested in professional-proficiency training for one or more aspects of student-records management or data-systems management. They are least interested in speeches and presentations, and study abroad. We gained insight into professional-development training needs among, and between, professional levels in the institution. We also identified the challenges to providing the needed training to those who want it. Ultimately, the primary challenges were summarized as lack of time and funding. Finally, in the open-ended responses, we found interests in crisis management and de-escalation training for all levels, as well as training on collaboration, team-building, inclusion, and leading with compassion, to name a few.

Introduction

AACRAO has defined a set of [core competencies](#) (CCs)[1] and [professional proficiencies](#) (PPs)[2] around which our members can craft professional development plans. These CCs and PPs can also be used to establish training and onboarding programs, complete self-assessments, draft position descriptions and evaluate office functions.

The CCs consist of the knowledge, skills, and dispositions necessary for all AACRAO professionals, irrespective of their role at their institution. PPs describe the specific knowledge and skills required to excel in the professions of Admissions, Enrollment Management, and Records and Academic Services.

As part of an ongoing effort to provide meaningful services and resources to our members, we conducted research in February, 2021, in an attempt to understand the members' PD&T needs related to AACRAO's competencies and proficiencies. We were also interested in examining the similarities and differences in perceived PD&T needs between front-line staff, managerial staff, and senior leadership.

Research Questions

1 What professional development & job-specific training does front-line staff, managerial staff, and senior leadership in higher education need, or want, to enable them to do their current job more effectively or to advance their career?

2 What does managerial staff believe front-line staff need or want in terms of professional development and job-specific training? How well does this align with data received from front-line staff?

3 What does senior leadership believe front-line staff and managerial staff need, or want, in terms of professional development and job-specific training? How well does this align with data received from front-line staff and managerial staff?

1 https://www.aacrao.org/resources/core-competencies
2 https://www.aacrao.org/resources/core-competencies/professional-proficiencies

In addition to gathering survey data, six members of senior leadership were interviewed about the following focus areas:
- Acquire a deeper understanding of the senior leadership perspectives on PD&T
- Inquire about impediments to advancing the team
- Understand the results of PD&T
- Discuss the institution based and senior leadership's personal approach to change

Because we sought to examine the PD&T needs' distinctions between position levels, we had to create a set of definitions to help respondents self-identify which position level best matched the respondents' current role. We recognize the definitions used are not all inclusive but were meant to guide a respondent. If a respondent did not believe any position descriptions matched their role closely enough for their own comfort, they were able to select "other." However, respondents who selected "other" were exited from the survey. Position levels and participation breakdown were defined as follows:

- 36% Senior leadership – responsible for supervising one or more managerial staff
- 48% Manager – responsible for managing one or more professional staff
- 16% Front-line staff – those who do not supervise other employees, excluding student employees

All respondents were asked the following questions and were able to select more than one area of current responsibility or additional area of training:

1. Which proficiency area(s) is/are part of your current responsibilities?
2. In addition to current responsibilities, what other proficiency area(s) have you received PD&T for?

From the responses to these questions we found the following. Most respondents are responsible for records and academic services and/or transfer credit evaluation related functions (80%). The remainder are 49% enrollment management, 36% admissions and/or transfer student admissions, and 21% international student services (Appendix A).[3]

More than half of the respondents report having more than one current area of responsibility. All report having received PD&T in areas outside of their current portfolio of responsibilities.

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3 Percentage total equals more than 100 because respondents could pick more than one current area of responsibility.

Results

Below are descriptive statistics from the 947 who responded to the survey:

- All 50 states and 5 Canadian provinces
- 71% of the respondents are from institutions with undergraduate, graduate and/or professional programs, 11% were from undergraduate only institutions, 14% were from lower-division schools only
- 51% came from public institutions; 45% from private not-for-profit; 4% from private-for-profit
- 44% have been in their current roles between 1-6 yrs., 20% between 6-11 yrs, 11% between 11-16 yrs, 10% > 20 yrs
- 24% are under 40 years of age, 66% are over 40 and under 60, 10% are 60 years or older

Preferred PD&T Delivery Methods

Virtual training and workshops are the preferred delivery methods for all position levels (Figure 1). Online courses and in-person training requiring travel rank nearly equal between all position levels as the second choice. However, senior leaders appear more interested in PD&T opportunities associated with conferences such as session tracks and preconference workshops, than managerial staff or front-line staff.

Figure 1: Preferred Delivery Methods by Position Level
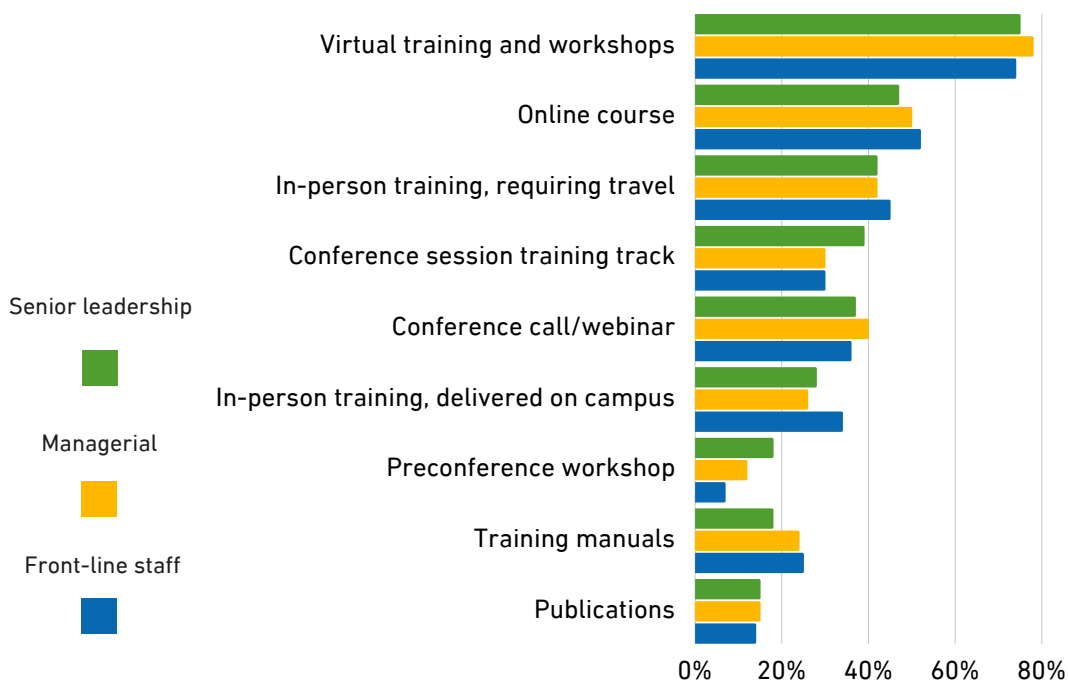
Importance and Ranking of Tangible Recognition of PD&T Completion

Most respondents were only moderately interested in receiving tangible recognition for professional development or training, regardless of age, years in current position, position level, or population of students served (Figure 2). While one in five believes it is very or extremely important to earn some sort of recognition, one in four believe it is unimportant. When we look at all respondents, the desire for a PD credential is low (<20% between very important and extremely important). However, when looking at front-line staff only, >30% are interested in a credential. This compares with 16% of senior leaders and 18% of managerial staff. One possible reason for this discrepancy is those earlier in their career want a credential to help with career advancement.

Figure 2: Importance of Recognition, Credential, or Other Tangible Outcome After Participating in Professional Development and Training
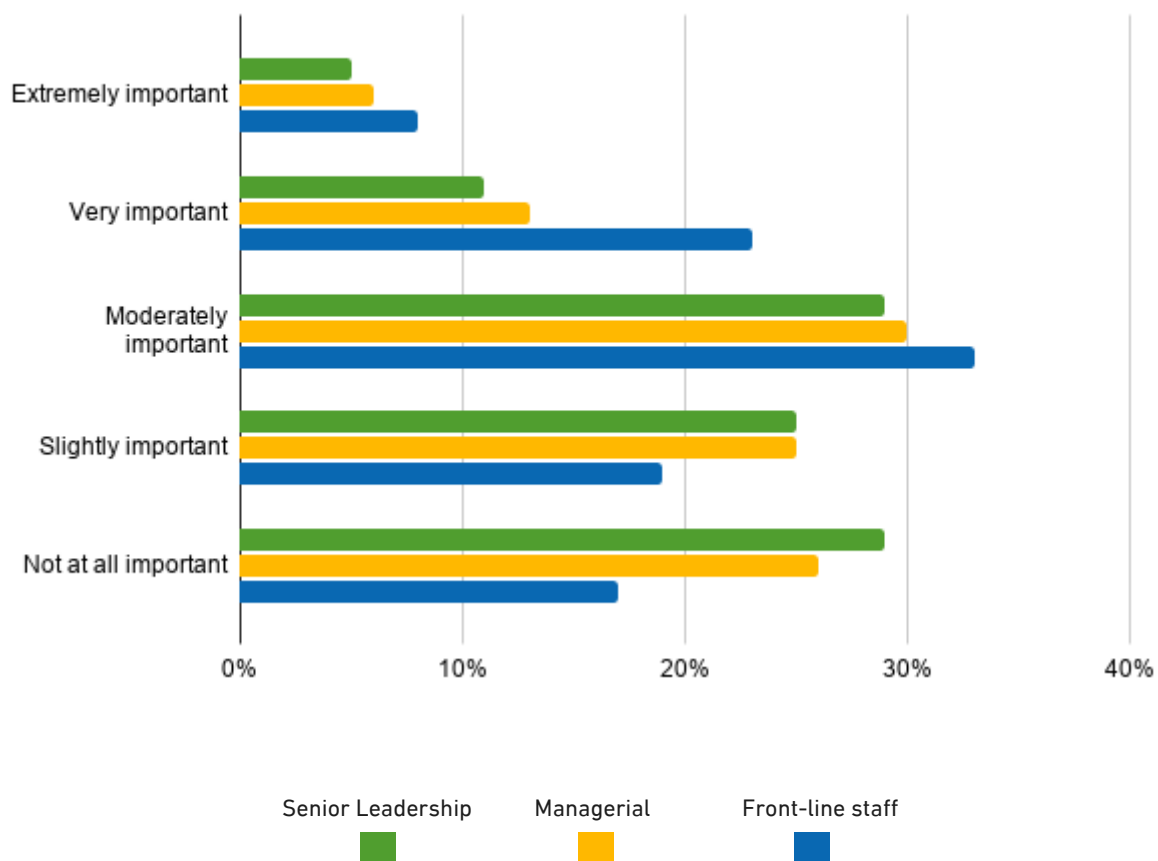
Although none of the tendered PD&T outcome response choices were ranked first in order of importance by a majority of the respondents, the outcome of "identify new strategies/tactics to implement," was ranked first by 38% and second by 27% (Figure 3). Earning a badge or other recognition of achievement was ranked last in order of importance by most. Differences in outcome priorities exist by position level (Appendix B). For example, front-line staff places a higher value on learning a new skill as an outcome; senior leaders and managerial staff are more interested in an outcome that will help them identify new strategies/tactics.

Figure 3: Order of Importance of Professional Development or Job Specific Training Outcomes
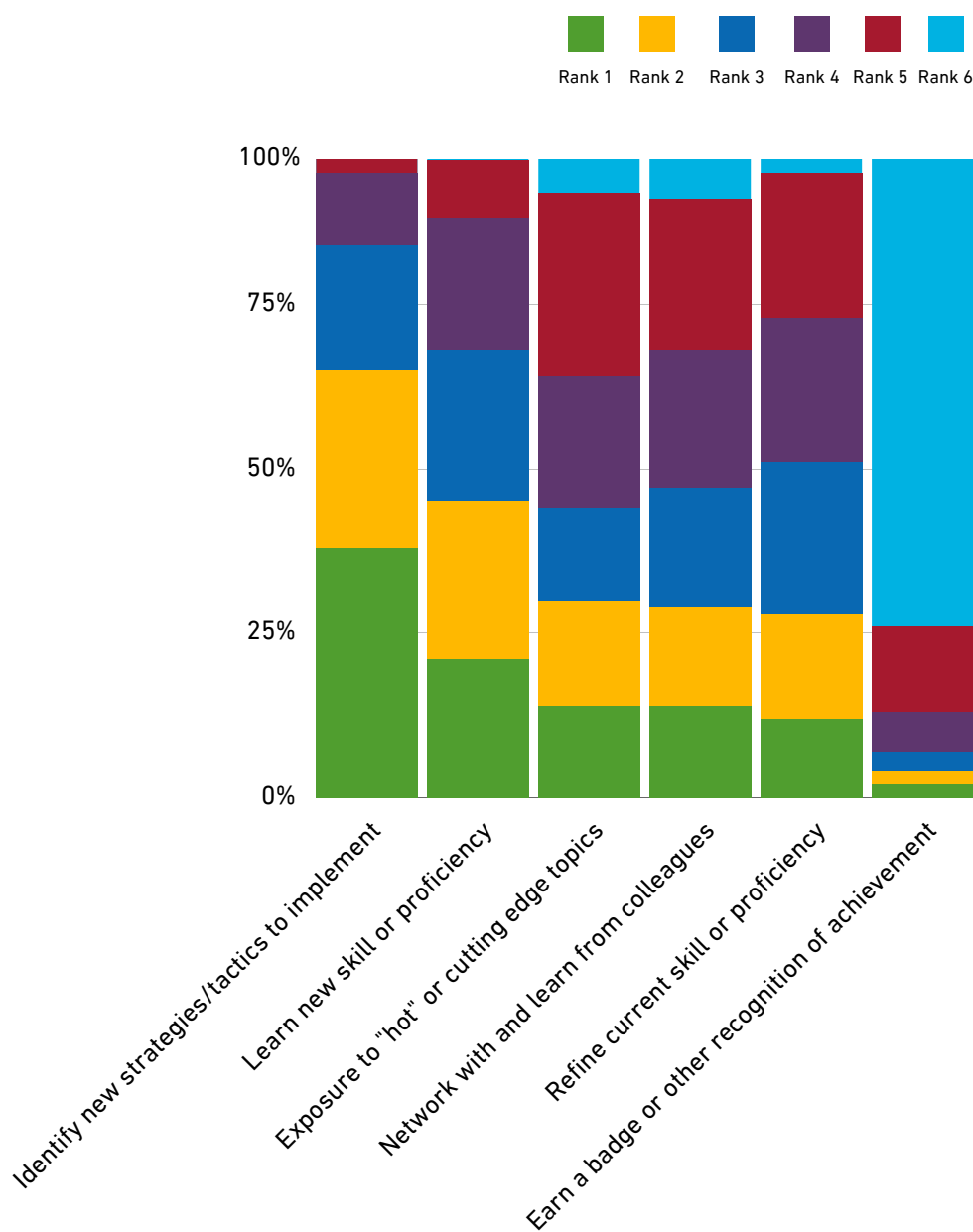
Perspectives by Position Level

One objective of this research was to gain an understanding of how the perspectives on PD&T varied by position level among and between groups. We asked respondents the following open-ended questions.

1. What do you believe is most important for front-line staff (FLS) to gain from professional development and training activities?

2. What do you believe is most important for managerial staff (MS) to gain from professional development and training activities?

3. What do you believe is most important for senior leadership (SL) to gain from professional development and training activities?

These questions were asked before details about the AACRAO CCs and PPs were introduced in the survey. Any correlation between the themes identified in the open-ended responses and the CCs and PCs is either attributable to personal prior knowledge of said CCs and PPs or a confirmation of the relevance of the CCs and PPs identified by AACRAO as important to the profession. However, we did not complete a pre-assessment of respondents' familiarity with AACRAO's CCs and PPs, so we are unable to draw any conclusions about the relationship at this time. Hundreds of open-ended responses were examined by position level and we found the following themes.

Front-Line Staff PD&T

Front-Line Staff about Their Own PD&T Needs

FLS wants access to PD&T to learn more about their area of responsibility and about other areas in higher education, including a greater understanding of where their work fits within the larger institutional structure. They want opportunities to help them develop confidence to do their job and contribute to the team more effectively and efficiently. They seek training in communication, customer-service skills, and, more specifically, crisis management and de-escalation skills. They want help to improve critical-thinking skills and problem solving. Finally, they would like to know how to improve processes and learn about best practices in their area of responsibility.

Managerial Staff about Front-Line Staff PD&T Needs

MS agrees with FLS that PD&T opportunities in communication, working on a team, customer-service skills, crisis management, de-escalation skills, confidence building, critical thinking, and problem solving are important. MS are also keen for FLS to have an overall view of where their work fits within the larger institutional structure. MS also believes FLS needs access to PD&T in dealing effectively with a diverse population, technology training, understanding change and why it is necessary, the ability to generate new ideas to improve their job, and exposure to new trends.

Senior Leadership about Front-Line PD&T Needs

SL generally agrees with FLS and MS about needed PD&T for FLS. SL believes needed training includes customer-service, de-escalation skills, confidence building, problem solving, critical thinking, overall view of where their work fits within the larger institutional structure, how to work on a team, understanding technology, and the ability to work with a diverse population. In addition, SL believes FLS needs opportunities to learn how to collaborate, acquire new skills (continuous learning), and a greater understanding of their current responsibilities.

Managerial Staff PD&T

Front-Line Staff about Managerial Staff PD&T Needs

FLS believes MS should have opportunities for PD&T in effective communication, leading a team, leading with compassion, and leading a diverse group. They also commented that MS needs to have a broad understanding of the profession, best practices, and business process improvement (BPI). MS should understand the technology FLS uses and have a familiarity with cutting-edge technology. In addition, FLS believes managerial staff should be trained to support professional development for their team members.

Managerial Staff about Their Own PD&T Needs

MS agrees with the FLS assessment about PD&T for MS. MS believes they need training in communication, leadership, team management, understanding trends in processes and technology, listening and empathy, BPI, and managing a diverse team. Additionally, MS seeks PD&T in innovation, project management, change management, and networking to improve their own career advancement.

Senior Leadership about Managerial PD&T Needs

In addition to listing areas of PD&T mentioned by FLS and MS, SL wants MS to have training to better manage time, to learn how to network for new ideas, learn de-escalation skills, gain listening skills, and learn data management.

Senior Leadership PD&T

Front-Line Staff about Managerial Staff PD&T Needs

The perspectives FLS has about the needs of SL PD&T appear to reflect an understanding by FLS of the scope of the SL role within an institution. In addition to PD&T in leadership skills in general, staff report SL needs training opportunities to build skills in supporting employees across all levels within their span of responsibility, as well as to understand what FLS does daily. PD&T opportunities to improve communication skills are also important for SL. Finally, SL needs to be well-versed in strategic planning, budget management, and understanding how their leadership decisions impact FLS and MS.

Managerial Staff about Senior Leadership PD&T Needs

MS align with FLS in their opinions about needed PD&T for SLs, including communication skills, leadership, strategic planning, how to lead and motivate a team, understanding how SL decisions impact FLS and managerial staff, understanding what everyone on their team does for a job, and an overall understanding of higher education. MS also believes SL should understand how to empower managerial staff, to build trust in the team to accomplish tasks, to delegate, and to set a vision for the team.

Senior Leadership about Their Own PD&T Needs

Senior leadership perspectives on PD&T for themselves concur with MS and FLS in the following areas: strategic planning, setting a vision, team engagement, keeping up with trends, overall understanding of higher education, understanding the responsibilities of the entire team, empowering managerial staff, listening, delegation, change management, and inclusivity. SL also seeks PD&T in additional areas, such as, transparency and promoting leadership within the team.

Interest in PD&T Associated with AACRAO Core Competencies

Respondents were asked to prioritize the AACRAO CCs in order of importance to their personal PD&T needs. AACRAO has defined 11 CCs; they are defined on the AACRAO website. We added "service orientation" and "student success" as competency choices in the survey based on feedback from our research advisory board and others before survey deployment. Respondents were asked to rank the top three CCs of interest. SL and MS ranked change management as their top CC training interest, whereas student success was selected as the top interest among FLS (Figure 4).

Figure 4: Self-Reported Interest in Top Three Core Competencies by Position Level
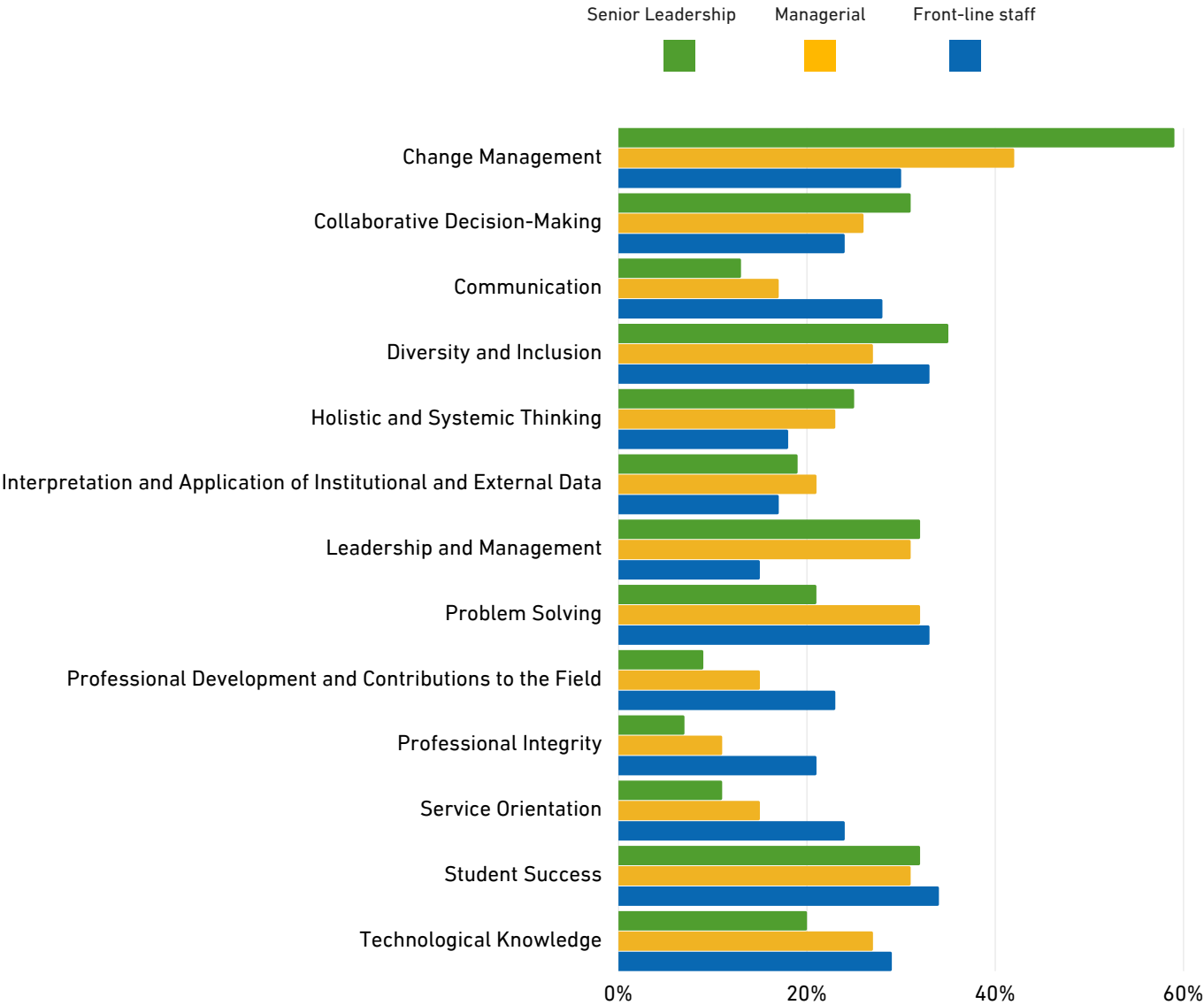
SL and MS are aligned on how they view CC training needs for FLS. Yet SL and MS opinions vary widely from FLS views on their own CC training needs. For example, the top three CCs that SL and MS believes are important for FLS are problem solving (63% and 61% respectively), followed by communication (55% and 57%), and service orientation (45% and 44%) (Appendix C). In contrast, FLS did not express interest in training in any one CC as particularly more important than training in any other. FLS ranked CC training interest in student success as number one with 34% of FLS respondents selecting it, followed by 33% selecting diversity and inclusion, and problem solving. FLS are also more interested in learning about change management (30%) than SL and MS are interested in FLS receiving training in that area (17% and 16%).

Top 5 Core Competencies for Front-line staff, per Managerial staff and Senior leadership

1. Problem-Solving
2. Communication
3. Service Orientation
4. Technological Knowledge
5. Diversity & Inclusion

Top 5 Core Competencies for Front-line staff, per Front-line staff

1. Student Success
2. Problem-Solving (tie for #2)
2. Diversity & Inclusion (tie for #2)
4. Change Management
5. Technological Knowledge
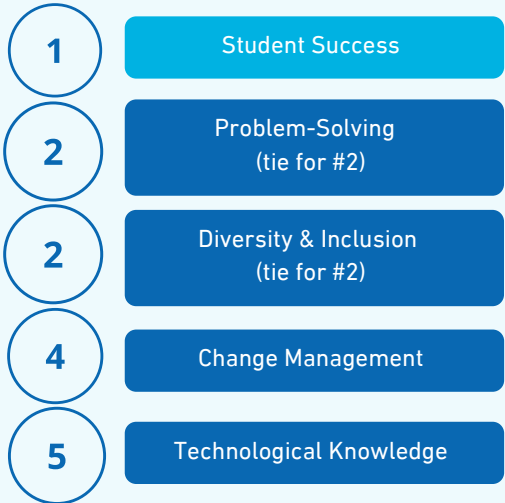
SL selected the following as the top three most important CCs for MS: leadership and management (54%), collaborative decision making (45%), and change management (43%) (Figure 5).

Figure 5: Senior Leadership Perspective on the Relative Importance of CCs for Managerial Staff

Category	Percentage
Leadership and Management	54%
Collaborative Decision-Making	45%
Change Management	43%
Problem Solving	38%
Holistic and Systemic Thinking	31%
Diversity and Inclusion	27%
Communication	27%
Technological Knowledge	16%
Student Success	14%
Professional Integrity	11%
Interpretation and Application of Institutional and External Data	9%
Service Orientation	6%
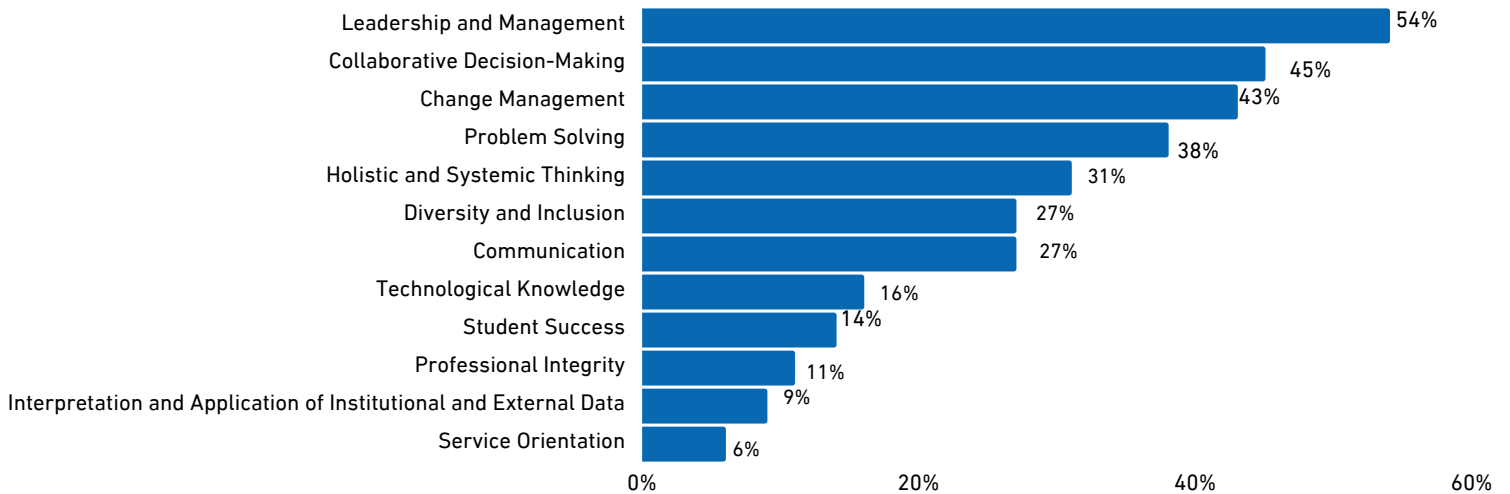
Interest in PD&T Associated with AACRAO Professional Proficiencies

AACRAO identified five professional areas and associated proficiencies related to AACRAO's mission: admissions, enrollment management, records and academic services, international, and transfer and articulation. To limit the size and complexity of the survey, transfer and articulation PPs were incorporated into admissions, records and academic services, and international PPs. There is some overlap in proficiencies to account for differences in job responsibilities by institution and professions at that institution. For example, some admission offices are responsible for transfer articulation; sometimes it is the responsibility of the records and academic services staff. AACRAO professional proficiencies are detailed on the AACRAO website. Respondents could select one or more of the following areas of current responsibility or previous PD&T experience, and responses drove survey logic. Subsequent content was proffered based on the answer to these questions. Respondents were asked only about their PD&T interest in areas they are currently responsible for or have received training in.

- Admissions and/or transfer student admissions
- Enrollment management
- Records and academic services and/or transfer credit evaluation related functions
- International student services

There is less interest in PD&T for PPs related to international student services than the other areas. This is likely due to the specialist nature of the work involved.[4] Records and academic-services related PPS garnered the most interest, followed by enrollment management. When the individual PPs were disaggregated from their profession, the top 10 PPs by interest spanned three professional areas — records and academic services, admissions, and enrollment management (Figure 6). Respondents were least interested in study abroad, speeches and presentations, assessing prior international education, international recruitment, and international enrollment management. Appendix D details the differences by professional area in the aggregate.

Figure 6: Top 10 Professional Proficiencies of Interest [5]

Professional Proficiency	Percentage
Knowledge of Student Records Management Law, Policy and Governance	84%
Record Keeping Services and Data Stewardship	82%
Data Systems Management	77%
Academic Policy and Curriculum Delivery	76%
Enrollment Technology	73%
Staffing Leadership	73%
Operations and Business Process Management	71%
Emerging Technologies	68%
Transfer Credit Evaluation	67%
SEM Assessment	67%

4 Among respondents who either a) indicated they were currently in this profession or b) have received PD&T in this profession.
5 Among respondents who either a) indicated they were currently in this profession or b) have received PD&T in this profession.

Interestingly, none of the PPs associated with the professional area of enrollment management fell into the top five areas of interest among SL although they did fall within the top ten (Appendix E).The top five PP areas of interest for each professional level are as follows:

Top 5 Professional Proficiency Areas of Interest by Professional Level

	Senior leadership	Managerial staff	Front-line staff
1	Knowledge of student-records management law, policy, and governance	Record-keeping services and data stewardship	Record-keeping services and data stewardship
2	Operations and business process management	Knowledge of student-records management law, policy, and governance	Data-systems management
3	Staffing leadership	Data-systems management	Inter-collegiate relationships
4	Data-systems management	Academic policy and curriculum delivery	Knowledge of student-records management law, policy, and governance
5	Academic policy and curriculum delivery	Enrollment technology	Assessing prior international education

Additional PD&T Interests and Challenges Associated with Needed PD&T

SL is interested in PD&T in many other areas, including, but not limited to, data visualization, specialized technology training and best related practices, preparing for personal advancement, and managing the mental health of the team. MS is also interested in several additional training areas, such as FERPA, process automation, technologies to support processes, mentoring, time management, budgeting, and training specific to institutional characteristics, such as size, open-enrollment, and student level served. FLS is generally satisfied with the PD&T choices proffered in the survey, although a few specifically requested FERPA training or new-manager training.

All position levels were asked about any challenges they faced in obtaining training for FLS. SL was asked about challenges in obtaining training for FLS and MS. Essentially, the responses boil down to lack of time and funding. Some MS and SL also note a lack of motivation among FLS to participate in PD&T, and a general lack of reliable, relatable resources for training.

Discussions with Senior Leaders

Gain a deeper understanding of their perspective on PD&T

All the six members of SL interviewed believe PD&T is critical to their success, to achieving their goals, and to the long-term success of their profession. Yet the approaches taken vary widely. Some believe they have the expertise needed in-house, and it's a matter of sharing it with their team. Others rely on conferences and other PD&T opportunities to build knowledge, and to spark new ideas. Some want to bring in outside expertise for training and certification.

These varying approaches were all impacted by COVID-19, which for most institutions brought PD&T to a standstill. Some specific COVID-19-related impacts we heard include the following:

- One change forced by COVID-19 is the move to test optional admissions, which changed how admissions counselors reviewed applications. Many said they are spending more time on each applicant and had to develop new acceptance criteria on the fly.

- Some institutions implemented wellness calls and had staff from various campus departments check-in on students. A finding is some MS and FLS are better able to handle these calls or check-ins than others because not all staff are trained/ready to handle crisis and emotionally-charged situations.

- Sudden change has provided an opportunity to view the student journey as an experience and to focus on the connection each student makes with the institution. For many students, this begins during the enrollment process, and the FLS is aiming to build customer loyalty by providing a quality service.(And yes, a member of the SL referred to students as the customer.)

What's holding you back from advancing your team? Your results?

Barriers to success were broad in nature, with some challenges being experienced by many leaders, regardless of institution size and type. The top three challenges mentioned regarding PD&T were workload and budget, determining the topics to focus on, and executive buy-in and sponsorship.

> ## "It's like changing the engine and the tires while still driving the car."

Many SLs believe their departments are short staffed and struggle to fit in training along with regular tasks and do not believe they can add more to their plate. In addition, they lack the funding needed to support comprehensive training programs. A one-time payment (via grant, annual budget, etc.) often does not cover full-training needs. More than one mentioned that they spent significant time on internal challenges, including getting faculty mentors to adopt a different vision for supporting the student experience in a more efficient, effective manner.

There are many areas that have been affected by COVID-19 and other societal events and trends. Institutional leaders and staff must support students impacted by the COVID-19 disease and economic fall out. These impacts range from changing admissions policies to supporting and interacting with remote work-force and students, supporting struggling students and trying to re engage and re enroll those who have stopped out. Institutions are also increasing their focus on supporting underrepresented populations who need different paths and more support than previously. This requires new services, different staffing levels, and different staffing ratios. For some, a new focus and understanding of diversity. Improving access for minority students may increase overall enrollments, which will drive the need for additional student support services such as success coaches, extra financial support, and curricular impacts, to help these students succeed. Leaders are forced to adapt to these changes while still focusing on overall enrollment and retention in order to "keep the lights on." One member of SL stated, "It's like changing the engine and the tires while still driving the car."

Another barrier is that leadership buy-in and executive sponsorship is required. Institutions of higher education are often large, bureaucratic organizations, and it takes a concerted effort to provide clear direction for SL and actionable items for FLS. Too often there is a disconnect between hierarchical levels. Some SL require MS to meet with FLS in recurring meetings and to have one-to-one conversations to drive alignment and support employees in their efforts.

We also heard that very few people choose higher-education administration as their career path. With limited advancement opportunities for FLS and burnout from the workload and stress, people are leaving the profession.

With limited advancement opportunities for FLS and burnout from the workload and stress, people are leaving the profession.

How do you/your institution approach change?

The survey data shows that 59% of SL is interested in personal PD&T opportunities related to change management. This compares to 30% of FLS and 40% of MS who seek PD&T around this topic. With this data in hand, we attempted to dig further.

Generally speaking, interviewees agreed: "we're in a constant state of change" and the pace of change has accelerated over the last 5-10 years. There seems to be a general feeling of "just figure out how to do it." One person said "We don't prioritize new initiatives and current ones; we just try to get it all done." When another leader was asked about his/her change management philosophy, she/he responded "I don't think in terms of that, we just need to get it done."

"We're in a constant state of change."

This could be a reason why additional SL wants more PD&T opportunities. Prosci, a change-management organization, defines change management as "the process, tools and techniques to manage the people's side of change to achieve the required business outcome." One leader was concerned that topics discussed at senior leader/manager meetings aren't getting disseminated to the front lines. The lack of knowledge about managing the people-side of change, including frequent and recurring messaging to ensure the entire team is aligned, is a clear sign PD&T for change management is needed. This is good news because the need and desire for PD&T are aligned.

Revisiting the topic of executive buy-in and sponsorship discussed in the previous section, it is critical SL sets the example, shares reasoning for a change, and works throughout the organization to successfully implement the change and make it stick. In industry, it's common to assign change managerial staff (the people side) along with project managerial staff (the technical side) to drive successful transformation.

However, not one interviewee mentioned any formal process or structure to implement change.

Improving communication was the top item shared by the SL. While this is a necessary step, it is not enough to transform the people and organizations. With change needed in order for many institutions to survive and thrive in the face of the myriad of challenges facing higher ed, it is refreshing to see the increased interest for PD&T around this topic.

Other Findings

We heard feedback in many other areas, two of which were particularly interesting and timely.

Many states have initiatives to increase the percentage of adults with a bachelor's degree. While there are many ways to address this, a common one is to re-enroll stopped-out students. One leader called this "the low-hanging fruit." Institutions seem to be split on how to engage these learners. Some use their regular enrollment team and triage to other departments when needed. Others have created an integrated enrollment-services team that can directly address the most common reasons students have stopped attending. One could assume the integrated model is more effective, yet also wonder what additional training is needed to support this specific student experience.

The other key area addressed was diversity, equity, and inclusion. For some, this is written into their long-term strategic plan and their strategic enrollment plan. And for good reason. Attracting, enrolling, supporting, and graduating black, Indigenous, and people of color (BIPOC) students will not happen without concerted effort. How will marketing efforts address this diverse set of students? How will your admissions counselors engage them? How will they feel on a campus tour? What will you do to help them feel engaged? What will the aid package look like? These are not new questions, yet not all campuses have found the best answers for their situation.

How will your PD&T evolve to match the student body you want to have?

Closing & Recommendations

We learned that we need to find ways to engage FLS, MS and SL in PD&T on a regular basis. Even a 1 hour focused training session (e.g., lunch and learn) on a specific aspect of their job or related to their professional growth can be beneficial. Institutions must seek out training partners, such as AACRAO and InsideTrack, rather than trying to create all of the necessary training in house.

Alternative modes of training delivery must be sought to help reduce costs. This includes virtual training, which was the number-one preferred delivery method among respondents. AACRAO webinars, which cover a wide variety of topics, are available free[6] or at a cost-effective rate. Many webinars are recorded and can be viewed asynchronously if needed.

We heard from SL it is hard to live in the moment. But they also realize they need to take a step back, evaluate the trajectory of their team and initiatives, and adjust accordingly. We also heard that acquiring the skill to manage change effectively is important to most SL and almost half of MS. In 2020, AACRAO released a report on members' experience with managing change, and change instigating factors. The report includes recommendations for institutional change management and a list of resources. [7]

We learned that only 33% of FLS view problem solving training as important for them. MS and SL believe it to be more important for FLS. Is the disconnect in perspectives because front-line staff does not believe it is needed? Or because FLS are tasked with keeping their heads down and running the same playbook over and over, regardless of the outcome? We do not have the answers to these questions at this time, but it behooves MS and SL to find them by engaging with FLS. FLS wants their MS and SL to gain skills that will help MS and SL engage with their entire team and understand the work that FLS does. MS and SL should consider walking a day in FLS shoes, specifically in roles that SL may have never held in their career but are now responsible for supervising and providing leadership for. ◼

Appendix A
Area(s) of Current Responsibility

Senior Leadership · Managerial · Front-line staff
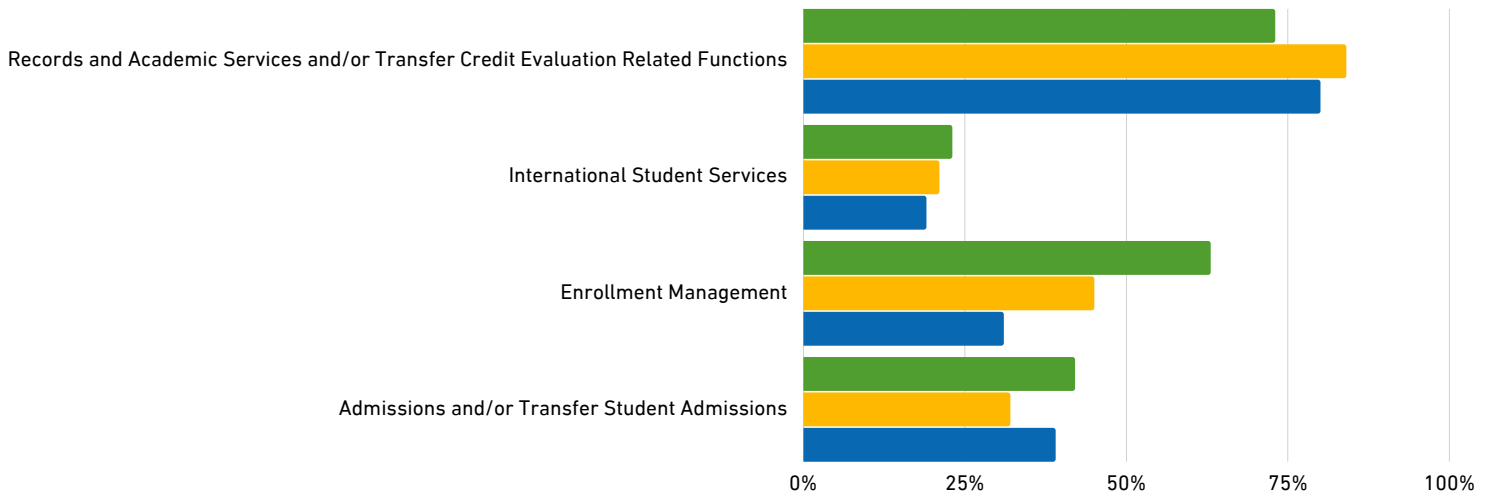
Area(s) of Additional PD&T by Position Level

Senior Leadership · Managerial · Front-line staff
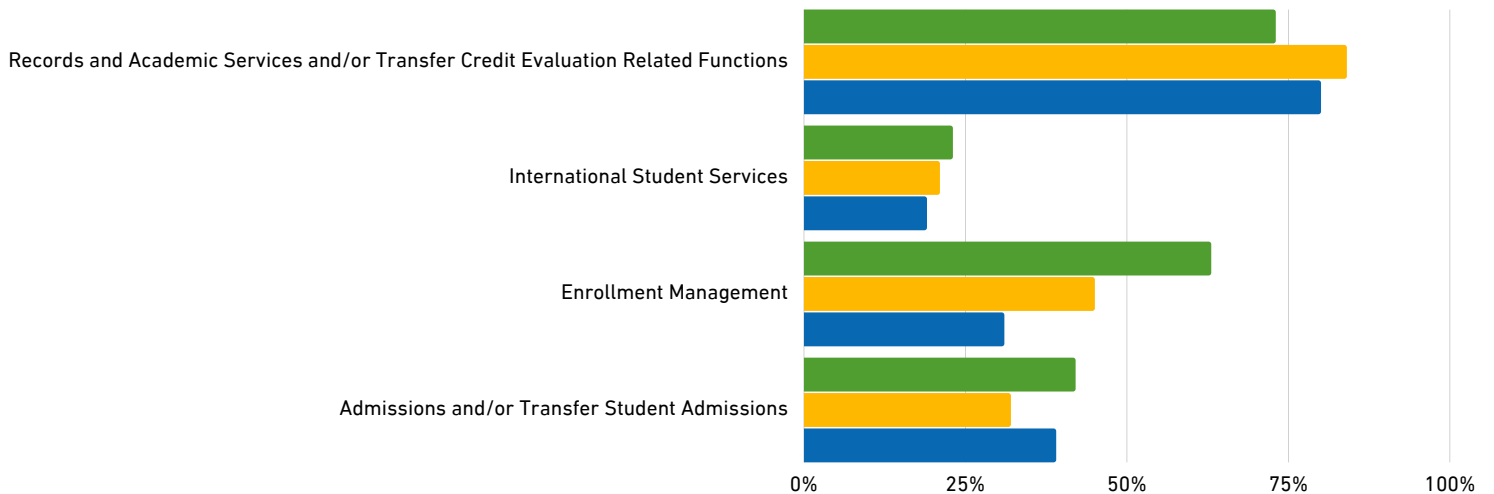
Appendix B

Ranked Importance of PD&T Tangible Recognition by Position Level

Senior Leadership   Managerial   Front-line staff
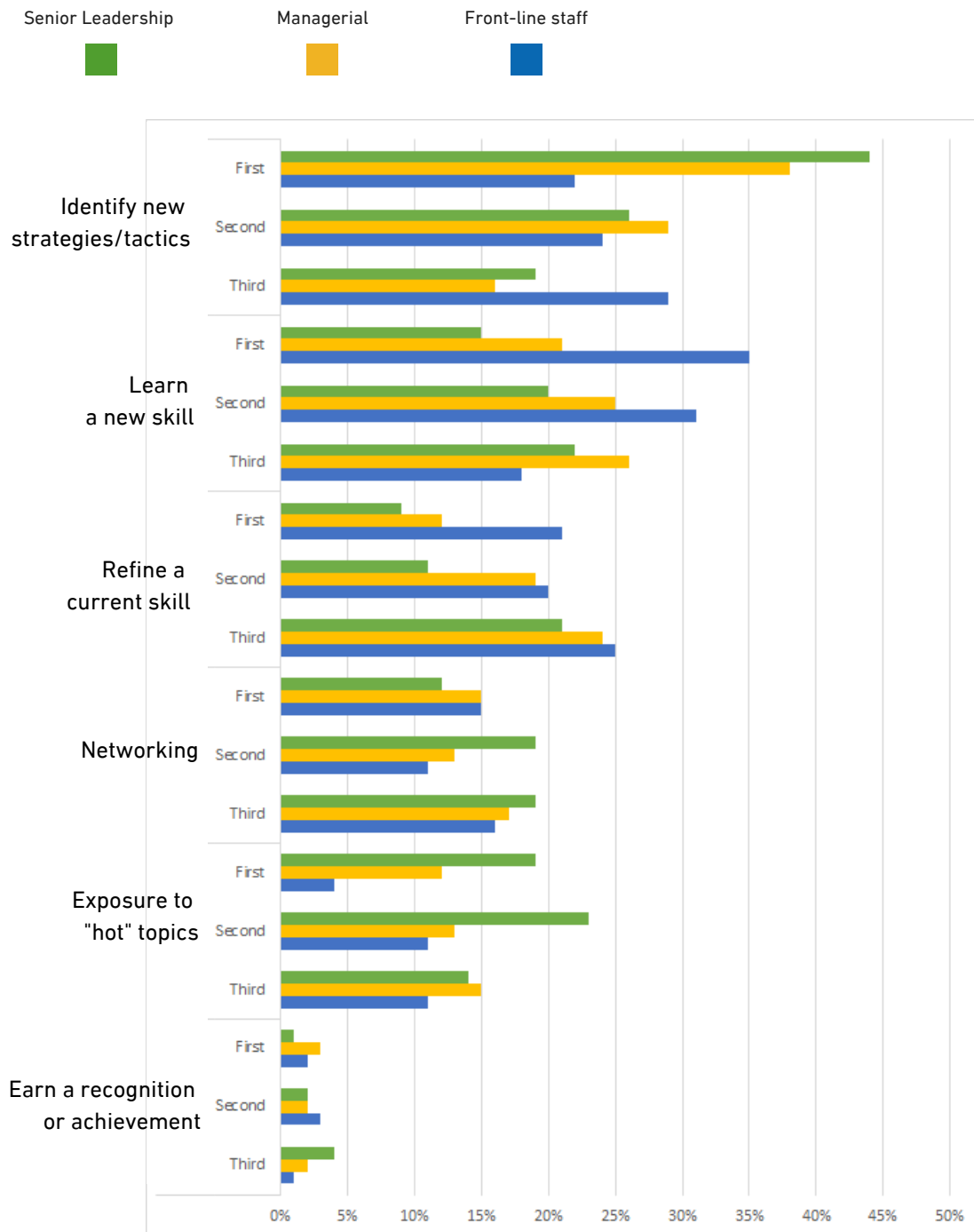
Appendix C

Comparative Perspectives on the Relative Importance of Core Competencies for Front-Line Staff

Senior Leadership about front-line

Managerial about front-line

Front-line staff about themselves

Appendix D
Level of Interest in Proficiencies

International Student Services Proficiencies

Interested

![blue legend box]

Neither interested
or disinterested

![yellow legend box]

Not interested

![red legend box]

| Study Abroad |
| Recruitment |
| International Enrollment Management |
| Advising |
| Assessing Prior International Education |
| Government Compliance |

0% 25% 50% 75% 100%

Enrollment Management Proficiencies

Interested

![blue legend box]

Neither interested
or disinterested

![yellow legend box]

Not interested

![red legend box]

| Determining Enrollment Mix |
| SEM Leadership |
| SEM Assessment |
| Staffing Leadership |
| Enrollment Technology |

0% 25% 50% 75% 100%

Appendix D
Level of Interest in Proficiencies

Admissions Proficiencies

Interested

Neither interested
or disinterested

Not interested

- Speeches & Presentations
- Social Media Utilization
- Market Analysis
- Staffing Operations
- Enrollment Goals
- Articulation Agreements
- Transfer Recruitment & Admissions
- Communications Plan
- Inter-Collegiate Relationships
- Emerging Technologies

0%   25%   50%   75%   100%
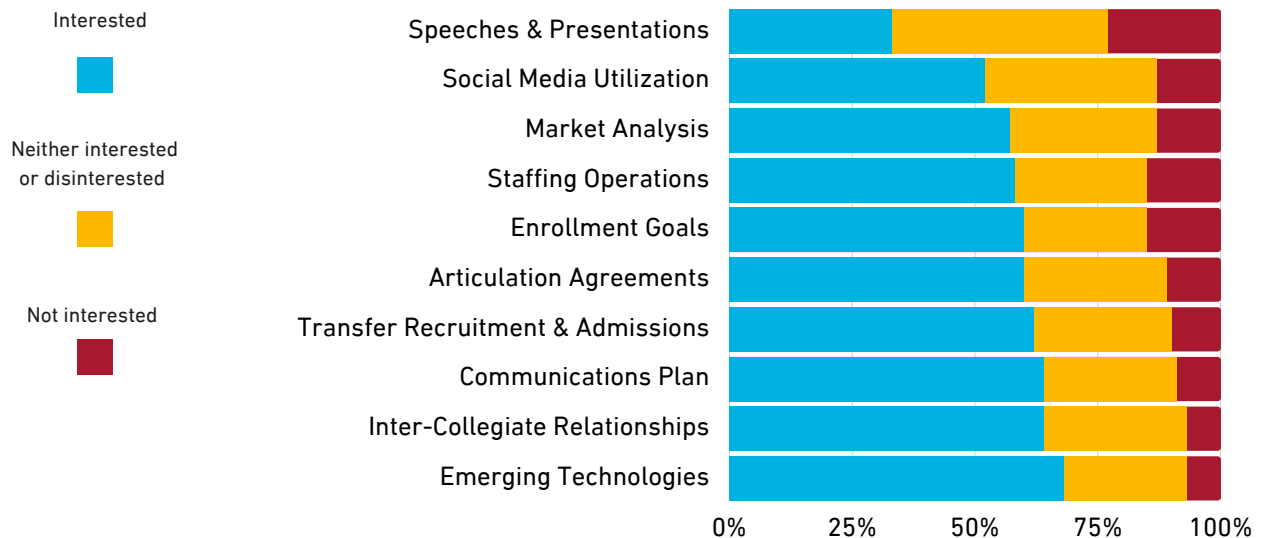
Records & Academic Services Proficiencies

Interested

Neither interested
or disinterested

Not interested

- Assessing Prior International Education
- Evaluating Prior Learning Assessment
- Graduation, Commencement & Academic Events
- Reporting & Institutional Research
- Transfer Credit Evaluation
- Operations & Business Process Management
- Academic Policy & Curriculum Delivery
- Data Systems Management
- Record Keeping Services & Data Stewardship
- Knowledge of Student Records Management Law, Policy & Governance

0%   25%   50%   75%   100%

Appendix E

Top 10 Proficiency PD&T Interests by Position Level

Senior Leadership

Category	Value
Knowledge of Student Records Management Law, Policy, and Governance	~84%
Operations and Business Process Management	~82%
Staffing leadership	~79%
Data Systems Management	~77%
Academic Policy and Curriculum Delivery	~77%
Record keeping Services and Data Stewardship	~77%
Enrollment technology	~75%
SEM leadership	~73%
Emerging technologies	~73%
Sem assessment	~72%

Managerial Staff

Category	Value
Record keeping Services and Data Stewardship	~88%
Knowledge of Student Records Management Law, Policy, and Governance	~87%
Data Systems Management	~78%
Academic Policy and Curriculum Delivery	~77%
Enrollment technology	~74%
Staffing leadership	~71%
Operations and Business Process Management	~70%
Transfer Credit Evaluation	~69%
Emerging technologies (admissions)	~68%
Reporting and Institutional Research	~68%

Appendix E

Top 10 Proficiency PD&T Interests by Position Level

Front-line Staff

Record keeping Services and Data Stewardship	
Data Systems Management	
Inter-collegiate relationships	
Knowledge of Student Records Management Law, Policy, and Governance	
Assessing Prior International Education	
Transfer Credit Evaluation	
Academic Policy and Curriculum Delivery	
Communication plans	
International Student Advising	
Enrollment technology	

0%   20%   40%   60%   80%