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In 1977, it was proposed that a training unit be established within University Administration to promote efficient and uniform transmission of policies and procedures to administrative staff. This unit operated within the Office of Business Policy, and the first manager of this area, Ms. Ann Booker, reported to the Office of the Vice President for Administration.

In 1978, a series of administrative manuals were written and the Administrative Training Program was designed. In 1979, a pilot series was conducted, covering the purchasing, accounts payable, equipment, payroll and expenditure accounting systems. In 1981, the program was expanded from six to sixteen courses and administrative guides were introduced.

In 1983, the Office of Business Policy was split into two areas, Personnel Programs and Business Affairs. The training unit was assigned to Personnel Programs with the understanding that the program would serve both offices.

Over the next several years, the training unit conducted needs assessments, evaluated other programs, and submitted a series of reports identifying areas where training needs existed. Among these needs were secretarial training, supervisory training and management development.

In 1987, a Staff Training and Development Program was created to meet some of the work-related needs of faculty and staff. It was offered through the School of Continuing Studies (SCS), using staff development remission to fund the costs. Since that time, the program has grown from four courses to a much broader program in both depth and variety.

In 1991, the Administrative Computing Program was developed as a companion program to the Administrative Training Program. This program provided hands-on computer training in the electronic forms and systems. It was offered through the Center for Training and Education by the Office of Administrative Computing in the Office of the Vice President for Business Affairs.

The Career Management Program

In 1992, the Career Management Program was established. This program was offered through the School of Continuing Studies, at the Downtown Center. During 1995, SCS notified the Career Management Program that it would like to reconsider its past role in providing that program. This prompted a decision to change the funding of Career Management from a service account funded through staff development remission to a special project line item in the benefits budget. This freed Career Management to focus less on marketing courses and more on providing career and group counseling services. Currently, a variety of courses are offered as well as individual testing, information and library services along with individual counseling. This program is currently administered through another office and their activity is reported separately.
The GED Program

In 1992, a GED Program was established in cooperation with The Johns Hopkins Hospital. Courses were offered through the Community College of Baltimore. The Hospital Human Resources Department discontinued the program in 1993.

New and Changing Leadership

In July 1993, the Office of Training and Education was expanded and a director, Dr. Ralph Jenkins, was hired. This new position was designed to lead a planned effort to improve organizational units, and the people who comprise them, through the use of internal consultation and structured activities.

During 1994, the addition of a position for a Manager of Management and Staff Development (MSD) led to a broader offering of management and staff development courses, more specific to the Hopkins environment. This person also was to serve as a liaison to SCS and oversee the Business and Management Program courses they provided. However, the decision of SCS to discontinue its relationship with T&E led to the development of the Management and Staff Development Program. In 1995, with the retirement of Dr. Ralph Jenkins, Dr. Linda Dillon Jones, who had been hired the year before to manage the MSD program, became the center director.

The CUFS Financial System

Concurrent with these changes, the new CUFS financial accounting system required a revision of the Administrative Policy Training Program. By the end of 1995, every training program the center offered was in the midst of, or completing, major curriculum restructuring and course revisions. As the CUFS roll out continued, the policy intensive, paper-based Administrative Policy Training Program found it necessary to consider new ways to better intertwine the paper-based policy content with the computer-based focus of the Administrative Computing Training Program. Coordinating these two sources of similar content became the primary goal of the year’s efforts. This was achieved by combining some courses and by coordinating the provision of others through team teaching. In 1997, the two programs were merged into one and renamed the Administrative Training Program.

The Education and Development Study Committee

Between 1994 and 1995, an Education and Development Study Committee made a serious study of all the programs housed within Training and Education. Many of the innovations accomplished since that time, were the result of recommendations offered by that group.

At its inception, the goal of the Management and Staff Development Program was to design a series of well-articulated courses that would meet the staff development needs of the university. In addition, while the Administrative Training Program had always been fiscally responsible, it needed to be proved that a broad Management and Staff Development Program would also be financially viable for the university. These goals were addressed by offering newly designed work-related courses. As a result of the new courses, staff participated so eagerly that a sizeable
financial deficit was retired. Both goals then were achieved, creating a value for training activities among staff, and rendering training both cost effective and capable of long-term growth.

The Report on Administrative Training

In both the 1996 and 1997 Management Letter, The Johns Hopkins University’s external auditors, KPMG Peat Marwick, recommended that the university redesign and strengthen its Administrative Training Program. As a response to this recommendation, in 1997 the Vice President for Business Affairs and the Vice President for Human Resources commissioned a study to review the Administrative Training Program, consider and evaluate options, and make recommendations for the redesign of administrative training. Dr. Russell Morris, of the Controller’s Office, and Dr. Linda Dillon Jones, Director of the Center for Training and Education, were charged with leading the study. A number of individuals were surveyed or interviewed in the process of this study, and two task forces were formed, one made up of administrators, and one made up of members of divisional business offices. A report of this activity, The Report on Administrative Training, and the recommendations that it generated, was distributed during August of 1998. The recommendations presented in the report were primarily of a process nature, and the authors stated that in order for a redesign of administrative training to be successful there must be an articulation of the importance of the program from the highest levels of the university and an inclusive involvement in the design, delivery and measurement of training.

New Employee Orientation

In FY98, the Center for Training and Education hired a trainer responsible for the creation and delivery of a university-wide New Employee Orientation program. The goal of the orientation program was to provide new university staff members with a general overview of the history, structure, policies, and benefits in a uniform manner. In July 1997, the first monthly orientation session was held on the Homewood campus. By October 1997, bimonthly sessions for the East Baltimore campus were added.

Expanding Resources

FY97-98 saw an expansion of Training and Education’s physical capacity with the identification and renovation of space at the 2024 East Monument Building on the East Baltimore campus, called the Center for Training and Education – East. This space contained a large lecture hall, and could be renovated to house two additional classrooms, one for use by T&E and another allocated for the Physicians Billing Service’s Computer Training classroom. An additional trainer office, reception area, supply room, and materials production area completed the facility. Further, an adjacent conference room was outfitted to be an Interactive Multimedia Learning Lab. A complete set of CD-ROM-based training materials are housed there along with a video library on management and supervisory training topics. In FY01, the Physician’s Billing Service moved to another location in the 2024 E. Monument Street building and the Financial and Information Technology Training (FITT) program [formerly the Administrative Training Program] began using the classroom.
Unprecedented Growth

This report provides brief historical data about the growth T&E has experienced across the last decade. Resources of all kinds have increased, and center staff has developed the ability to provide programs seamlessly across four facilities. As the demand for courses increases, and the number of details dealt with increase exponentially, it is difficult to maintain a high level of customer service and quality, yet T&E staff continue to do so everyday.

ATP Becomes FITT

Administrative Training Program staff had always been aware of the long wait lists that some participants had to endure before they could enroll in financial administrative training courses. This need was highlighted again in 1999, in the Report on Administrative Training. As a result, funds were identified for three new staff positions (an Associate Director and two instructors) assigned to financial administrative training.

With high quality programs in place, it is important to embed these courses, and the value for training, into the head and heart of the university. The Report on Administrative Training led to the design and development of the Financial Administrative Training area (FAT) and several important innovations:

- An Administrative Training Advisory Committee was created to serve in an advisory capacity to Audrey Smith, Vice President of Human Resources, and they appointed individuals to an Administrative Training Work Group that was available to collaborate with the Associate Director of T&E.

- In 2000, a recommendation to create standard web-based courses for the most basic financial content proceeded nicely with five modules under development including the four modules in Introduction to Financial Administration: The University as a Business Organization; Basic Accounting Principles; Business Transactions; The JHU Chart of Accounts.

- FY00 saw training programs growing in both breadth and depth. The desire to encourage and create more solid collaboration between the Administrative Training Programs offered through Hopkins Information Technology Services, and the Center for Training and Education, led to an agreement between Audrey Smith, Vice President of Human Resources, and Stephanie Reel, Chief Information Officer, to structure Administrative Training under a matrix management approach, and staff began to work in earnest to make this a reality. The new program is referred to as the Financial and Information Technology Training program (FITT) and it includes the former Financial Administrative Training (FAT) program along with hardware, software, and mainframe training, which came to HITS when Homewood Academic Computing was closed.

- In December of 1998, Linda Dillon Jones contracted with the DACUM Resource Group of the Baltimore City Community Colleges to conduct a series of focus groups of administrators and managers to identify and discuss the attributes of the current training program as well as the areas where growth and revision were needed. In July
of 1999, a former program administrator from the School of Engineering, Mike Alexander, was hired as Associate Director to oversee the program and immediately began working with Penny Jung, the facilitator from DACUM, in conducting functional analysis panels consisting of the outstanding financial administrators to identify the nine major subject areas of the financial process of the university.

A New Training Policy

This DACUM analysis of administrative functions and tasks was completed in 2000, just in time for the approval of the university’s Policy on Management and Staff Development. The policy states:

1. Within two years of initial employment, it is expected that all new managers and supervisors will complete the JHU Supervisory Training Program established by the administration and conducted by Human Resources, the Department of Health and Safety and the General Counsel’s Office.

2. All staff with access to the university’s financial and administrative information systems must complete the appropriate modules of the Financial Administrative Training Program and maintain current knowledge of changes and systems as they occur.

3. All faculty, managers, and supervisors should insure that each non-bargaining unit staff member reporting to them has a minimum of three full days of training per year in areas of knowledge and skill relevant to their job duties and professional aspirations.

In response to this new policy, T&E staff has worked through HR and the Administrative Training Work Group to draft a list of recommended courses for each program area.

Co-habiting with OHS

In May 2001, both the Center for Training and Education (which had been located at 2715 North Charles Street) and the Technologies Learning Center created by the Administrative Training Program (which had been located at 2701 North Charles Street), moved to Johns Hopkins at Eastern. This move provided a continued opportunity to take advantage of the efficiencies of “co-location”. Not only does the additional space support the increased numbers of participants that the new training policy generated, but it provided a state-of-the-art facility that supports the variety of methods and needs that exist for all the training programs.

The Learning Management System (LMS)

By this time, the growth of all the center programs had rendered the paper and pencil registration system, a cumbersome, work-intensive relic. The decision was made to seek alternatives. Throughout 2001, Lisa Finnen from HITS assumed the role as project manager and made major strides in identifying the adjustments and changes required and worked tirelessly to install the Ingenium Registration System. This software program was purchased in June 2000 to be shared by the following programs in the Office of Human Services:
• The Center for Training and Education – for Financial and Information Technology Training programs, Management and Staff Development Program, and the New Employee Orientation program.

• Career Management Program – for course registration and tracking confidential information.

• Worklife Program – for courses and tracking confidential information.

Each of the above programs was asked to identify and define deliverables along with a list of customizations that would be required. As the project moved forward, the working group of representatives from each of the above offices met to discuss such items as importation of data from the current Paradox database to Ingenium, the capabilities of the system, and a time line of events that included training for the administrators identified to support the administration of each program system. Much attention has been paid to the various details required by each program. In this effort, Lisa addressed the most specific information including how web course registration would be coordinated through Ingenium, as well as special registration situations that would arise in each program. Ingenium became the registration system in use across OHS in September 2001. In 2002 the company changed the name of this system to Aspen, and it is now referred to across OHS by that name.

The DACUM Process Continues

In 2001, the DACUM Resource Center Project continued and focused on the redesign of Financial Administrative Training at Hopkins. Core content from nine subject areas was identified and with the assistance of selected financial administrators and managers, five panels were formed to design and develop curriculum plans for the following content areas: Budget/Account Management, Cash Accounting, Payroll, Procurement, and Sponsored Projects. Each panel met for a full day (in some instances two or three full days) to discuss how the core content and financial procedures would be taught in sequential order. As a result, a total of 41 courses were proposed by the panels and presented to the Administrative Training Work Group for review and approval. Since the course format varied for each subject area, the recommendations from each panel included a redesign of current courses to include both web-based as well as instructor-led training. After the Work Group endorsed the plan, it was diagramed on a Financial Administrative Training Plan Program Sequence chart that was circulated to the Administrative Training Advisory Committee.

After forming the Program Sequence and finalizing the five curriculum plans, Mike Alexander, Associate Director of T&E, formed a partnership with the Office of Compensation to support the identification of job families and job clusters. The generic job descriptions currently made available from the Office of Compensation, Mike and Penny Jung were able to design training profile guides for the Financial and Office, Clerical Job Families using the duties, responsibilities, knowledge, skills, and abilities identified in each job description. After completing that phase of the project, Mike and Penny were able to conduct two training identification profile activities in the Krieger School of Arts and Sciences and the Peabody Institute. Divisional business officers, human resources managers, and selected administrators and members of their staffs attended a half-day session in each division that was designed to identify the training requirements for each
position. In addition to required training, specialized courses as well as courses that would enhance performance were also identified for each position pending the approval of the supervisor and human resources manager. Each of these activities were successful in presenting a proposed training plan which allowed flexibility for each person to recognize training for their position as well as build a personal training profile which would open the possibilities for growth and advancement. The IT portion of the DACUM process proceeded under the direction of Tina Cole, and was completed in March of 2003.

E-Learning

During 1999 and 2000, the development of six web-based training courses became one of the major priorities of the Financial and Information Technology Training Programs. Working closely with representatives from LearnWare International Corporation, a team of four subject experts served as the sub-group for web course development. Barbara Warren and Maxine Given of the Controller’s Office and Mike Alexander and L. Hunter Alfriend of the Center for Training and Education, met on a regular basis to compose and edit storyboard scripts and design web-based training using the information and materials identified in the DACUM Resource Center Project. Currently, five web courses have been successfully produced. The first four courses comprise the workshop entitled “Introduction to Financial Administration” and were released to the Hopkins community in September 2001. Each course contains specific content relevant to the business practices of the university, along with practice quizzes and knowledge assessments containing questions based upon the course subject matter. After successful completion of each assessment, the participant can log on to the next course until completing the workshop and eventually receive a certificate of completion for the workshop. In 2003 the original contract with LearnWare Corporation to support the design and development of e-learning expired, and a search for a new vendor was completed. The contract was eventually given to General Physics, and work has begun on a series of workshops related to Sponsored Projects.

New Programs for Management and Staff Development

In FY01, three new programs were added to the overall MSD program: JHU Supervisory Training, Certified Professional Manager, and GED/Adult Education Programs:

- The Supervisory Training Program was developed in response to the new training policy. Target participants include newly hired or promoted managers and supervisors identified by the divisional human resources offices. The training program is comprised of 8 courses that can be completed over a period of 9 days. These include: Success for Supervisors, Basic Supervision, Employment Law for Supervisors (in a Nutshell), Business Law for Supervisors, Surviving an Audit Through Better Internal Controls, Introduction to Work Safety and Occupational Health, Essentials of Communicating with Tact and Finesse, and Managing Workplace Diversity.

- The Certified Professional Managers Training Program was created in the spring of 2001. Course materials developed by the Institute of Certified Professional Managers (ICPM) at James Madison University in Harrisburg, Pennsylvania, are used in the program. There are three, three-day training modules that must be completed by program participants: Personal Skills for the Manager, Interpersonal Skills for the
Manager, and Administrative Skills for the Manager. At the completion of this program, participants may elect to take the Institute’s Certification exam.

Settling In

FY02 was a year of continued growth for T&E. The Center completed its first full year at its new location at Johns Hopkins at Eastern. All equipment and facilities adjustments were completed, and the general belief was that the new location did a great deal to improve the quality of instruction, and the convenience to participants. In January of 2002, the matrix reporting relationship which had existed in the FITT areas was dissolved, and all FITT staff, including those with IT backgrounds, began to report directly to Mike Alexander, who had a direct line reporting relationship to Audrey Smith. Later that year, Mike accepted a position in the Provost’s Office for University Projects Administration, and Kevin Kobylski was hired to take over leadership of the FITT area. At the same time, the reporting relationship for the Associate Director position changed to one of a direct line to the Director of Training and Education and a dotted line to the Vice President of Human Resources.

In the MSD area, participation in both the Supervisory Certificate and the Certified Professional Manager’s training programs continued to increase. Further, the JHM Leadership Program requested and scheduled the first ever offsite FOUNDATIONS course as a part of the JHM Leadership Development Program. As a result, the Leadership Development Service Account was created to support the work of ODD staff that participates in providing the two LDP programs.

The Cross Institutional Training Policy

On July 1, 2003 (to be effective for FY 04), the vice presidents of Human Resources for the university and hospital, Audrey Smith and Pamela Paulk, approved a policy that would allow these two institutions to "trade" training. For several years, issues had been raised about how to best support the offerings of the two training programs when one institution offered an event, and employees of the other institution wanted to attend. In the recent past, T&E had begun to receive payment from hospital employees to attend catalog courses, but there were many occasions when a departmental group of 20 people might have two or three hospital employees that they would like to include in an activity. One example of this situation was the shared Leadership Development initiative with JHM in which both Health System staff and University faculty and staff participate. In this program, Toby Gordon’s office at JHM accepted the responsibility to provide 9 two-hour sessions, and the university provided three additional days of leadership “retreats” which contain the exact same content as the university’s three-day Leadership FOUNDATIONS “course”. Custom Service Excellence training classes provided by the hospital were another situation where participants might be employees of both institutions.

The service account structure in use at the University will not allow JHU to accept any individual from any other Hopkins institution as an unpaying "guest" in its courses. In every instance, any outside person who wishes to attend T&E’s training must pay the going rate which is being charged staff development remission for JHU employees. The department of Organization Development and Training at the Johns Hopkins Hospital is under no such constraint, and does not compute a daily course rate for its program. The JHH Organizational Development and Training
has historically not discriminated against JHU employees attending JHH custom programs for their departments.

This new policy proposed that:

1. Assessment: During the assessment phase of departmental custom training design, the training professional should determine which institution the majority of participants are from, and make a referral so that the institution of the majority "owns" the training event. If the OD or training effort is primarily for employees of the other institution, the practitioner should call a counterpart from the other institution to make a project referral.

2. Account/Pay For Attendance by Employees from Other Institution: On-going discussions with Jerry Bridges, of the JHU Controller’s Office, and Frank Kellner, Director of Benefits, led to the conclusion that the easiest accounting mechanism to manage this situation was to set aside a small amount of funds on which both programs can draw to pay the cost necessary to fund this training. Since the university does compute a daily course rate, and since this issue is a point of compliance with federal regulation for the University, it was agreed that the JHU course rate be used as the standard for both programs. It was agreed that each institution should identify a minimum of $15,000 in available funds to cover potential charges. JHU’s portion of this commitment should be paid with General Funds.

The intention of this new policy was not to fund individual participation in catalog courses, but rather to fund the participation of individuals who attend departmental group training. The policy was not meant to fund OD interventions or custom training that is not based on a catalog course. A bi-annual review of expenditures will be conducted by the Director of Training on the university side, and Director of Organization Development and Training on the hospital side, to monitor the success of this program and to reconcile spending so that the institution running a larger total cost can reimburse the other for the difference in spending.

The Enterprise Resource Plan

FY03 saw the initial discussion of the purchase of an Enterprise Resource Plan (ERP). Kevin Kobylski, the Associate Director of FITT, began to take a leadership role during the planning phase for the purchase, and began to strategize an appropriate role for the FITT team in the ERP roll out.

Educational Assistance Plans

An Educational Assistance Study Committee was formed in 1988 to review training and education needs and to evaluate the use of the Tuition Remission Plan. As a result of their recommendations, remission policies were revised in 1989 and responsibility for administering the plan was assigned to the training unit in the Office of the Vice President for Personnel programs. During the first year, a half million dollars were saved and reallocated to Staff Development Remission for support of training and development programs.
In 1992, responsibility for the Tuition Grant Plan was assigned to the Center for Training and Education. This plan pays a portion of the cost of tuition and mandatory academic fees for dependent children of full-time staff.

In 1994, two Tuition Reimbursement Plans were created. The first plan was negotiated as part of the Bargaining Unit contract and now covers only Bargaining Unit Members. The second plan was established to address the educational needs of staff that live and work in outlying areas such as Hagerstown, MD, Arizona, and California. Responsibility for both plans was assigned to the Center for Training and Education.

In 1996, an Information Technology systems analyst was hired to automate record keeping and the payment process for the Tuition Remission program. While some progress was made toward this goal, in 1999 an audit of the program led to the termination of the project. The decision was made to delay the plan until advances in the JHU university-wide student registration system provide a platform that will support a more automated, computer-based version of the Tuition Remission system. The university’s recent decision to implement the Exeter registration system may prove useful for this purpose. Further, the university’s decision to purchase an Enterprise Resource Plan offers promise that more sophisticated and automated methods may be available to this program within 5 years, so all efforts to modernize the program have been placed on hold until more information is available about the features offered by the new ERP.
ANNUAL REPORT

This year we have chosen not to provide the list of courses taught in each section since these course lists are available at our Training and Education homepage web site at: training.jhu.edu and also in the copies of the current brochures which have been provided.

NEW EMPLOYEE ORIENTATION

FY03 Accomplishments

- The New Employee Orientation Program saw a fifth successful year with 1,350 new staff members participating in the program.
- The overwhelming majority, 1,118 (83%) of participants came from the East Baltimore campus which includes the Schools of Medicine, Nursing, and Hygiene and Public Health. The remaining 232 (17%) staff participants received their orientation on the Homewood campus and included staff from the Homewood campus, Peabody Institute, Downtown Baltimore, Washington, DC, and Columbia and Montgomery County, Maryland centers.
- The average number of participants per month was 93 for the East Baltimore campus and 19 for the Homewood campus.
- The orientation program increases the participant’s knowledge of the history, structure, resources and services, university policies and procedures, and benefits. The program continues to be well received by participants as evidenced by the positive feedback reported on evaluation forms.

Costs and Cost-Effectiveness

This program is supported through general funds budget (U202-A52-0107). This covers expenses such as salary support, supplies, equipment, space costs, telephone charges and printing costs for session handouts and university overview guides. Expenses for FY98 thru FY03 and costs per participant are listed below.

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Goals for FY04:

- Review and update program material and content to keep it current and useful.
- Identify web pages and other low cost alternatives to the volume of printed material provided to each participant.
- Explore the possibility of developing a web-based version of the orientation program for new staff and faculty who can’t attend the regularly scheduled sessions.
Financial Information and Technology Training

Current Activity

- Michael Alexander resigned as Associate Director of T&E to take a position in the Provost’s Office in September 2003.
- Kevin Kobylski was hired as Associate Director of T&E in November 2003.
- L. Hunter Alfriend resigned as Training Specialist to take a position at JHPIEGO.
- Maxine Given, formerly of the Controller’s Office, was hired as a Training Specialist in September 2003.
- LearnWare/Accelera contract for eCourse development expired.
- General Physics eLearning awarded new eCourse development contract.

Status of Goals for FY03

- Continue with implementation of the Aspen Learning Management System (LMS).
  - Determined that Aspen LMS can be implemented
  - The Aspen LMS implementation is in progress
  - Click2learn is programming the interface with the Johns Hopkins Enterprise Directory (JHED) that is necessary to implement the Aspen LMS’s WebConnect self-service functionality in the Johns Hopkins University (JHU) environment
  - Migrating the Aspen databases to a new set of clustered servers to ensure system availability
- Execution of the sixth web tutorial “Introduction to JHU Financial Systems”. The Introduction to JHU Financial Systems eCourse is expected to be complete in July 2003, pending finalization of the source data for the HIP section of the course.
- Continue with the redesign and implementation of the curriculum to meet the recommendations of the DACUM Resource Center Project.
  - JHU Financial System eCourse
  - Monthly Account Management II course
  - Account Management Tools: AINQ and AFI course
  - Student Payroll course
  - Purchasing methods online tool
  - Merchant Processing course
  - Introduction to Sponsored Projects eCourse
- Maintain regular meetings of the Administrative Training Work Group.
  - Held meetings in February, March, and May 2003
  - Composed and forwarded email updates in April and June 2003
- Conduct regularly scheduled meetings of the Administrative Training Advisory Committee and prepare appropriate status reports.
  - No meetings held and no status reports prepared
- Continue bi-weekly meetings of the Sponsored Projects Training Work Group.
  - Meetings held monthly
- Prepare bi-monthly reports to the Sponsored Projects Training Advisory Group and the Administrative Training Work Group.
  - No reports prepared for the Sponsored Projects Training Advisory Group
  - Composed and forwarded email updates to the Administrative Training Work Group in April and June 2003
• Continue the review process for curriculum in all areas of the program through the efforts of the FITT training and the Administrative Training Work Group.
  o Reviewed Sponsored Projects
• Complete a DACUM study for the IT area.
  o DACUM study completed

**Additional Accomplishments for FY03**

• Formulate an approach to eLearning development.
  o Approach formulated
  o Approach is to continue having an eLearning vendor develop eCourses
  o Approach is to integrate the eCourses and/or knowledge assessments with the Aspen LMS
  o Let a Request for Proposal (RFP) for eCourse development services
  o General Physics eLearning awarded the contract

• Determine how to reduce the cost of information technology (IT) training.
  o Examined the costs of IT training and determined that JHU pays very low prices for IT training, so there is no opportunity to materially reduce the cost of IT training by negotiating better pricing
  o Examined the quantity of IT training and determined that Integrated Student Information System (ISIS) project personnel received approximately $250,000 of IT training, which accounted for the entire increase in spending on IT during the reporting period
  o Reduced the amount of IT training advertising, which in turn decreased the non-ISIS demand for IT, resulting in a net increase in spending on IT training of approximately $200,000

• Determine if IT training should be offered online.
  o Determined that IT training should be offered online to provide anytime, anywhere learning opportunities on JH’s core information technologies and business applications
  o The WebConnect self-service function of the Aspen LMS must be implemented before we offer IT training (or any other training) online
  o The T&E managers are formulating a cost recovery plan that is consistent with the policies and practices of the Staff Development Remission program

• Determine what Financial and Information Technology Training’s (FITT’s) role will be in the delivery of the Enterprise Resource Planning (ERP).
  o JHU Human Resources and the HopkinsONE (ERP) Project Management Office (PMO) are negotiating FITT’s role in ERP training
  o Submitted a proposal to the HopkinsONE PMO for FITT to manage and administer HopkinsONE project team and end user training, which resulted in Kevin Kobylski’s designation as the HopkinsONE Training Manager
  o Submitted a HopkinsONE training team workspace requirements document to the HopkinsONE PMO
  o Submitted to the HopkinsONE PMO a list of training products and services that should be included in the ERP RFP
  o Wrote the training sections of the ERP RFP
• Wrote a plan and obtained the software to use screen cam technology to digitally capture the screen video and audio of the Solution Demonstration Labs that are an important part of the vendor selection process
• FITT, in conjunction with the HopkinsONE PMO, obtained and will administer online, vendor-specific ERP introductory training for HopkinsONE selection team members and developers of the Solution Demonstration Lab scenarios

Current Statistics

Completion Rates
The table below reflects the number of FITT classes scheduled, completed, and canceled and the completion percentage by training program.

FITT Classes Scheduled and Completed by Training Program

<table>
<thead>
<tr>
<th>Training Program</th>
<th>Scheduled</th>
<th>Completed</th>
<th>Canceled</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial and Administrative</td>
<td>190</td>
<td>164</td>
<td>26</td>
<td>86%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>937</td>
<td>476</td>
<td>461</td>
<td>51%</td>
</tr>
<tr>
<td>FITT Total</td>
<td>1,127</td>
<td>640</td>
<td>487</td>
<td>57%</td>
</tr>
</tbody>
</table>

The table above indicates that: 1) the Financial Administrative Training Program scheduled 190 classes, of which 164 classes were completed and 26 were canceled for a completion rate of 86%, 2) the Information Technology Training Program scheduled 937 classes, of which 476 were attended by JHU personnel and 461 were not attended by JHU personnel for a completion rate of 51%, and 3) FITT scheduled 1,127 classes of which 640 classes were completed or attended by JHU personnel and 487 classes were cancelled or not attended by JHU personnel for a completion rate of 57%.
Venues
The table below reflects the number of FITT instructor-led training classes held in each location by training program.

FITT Class Locations by Training Program

<table>
<thead>
<tr>
<th>Venue</th>
<th>IT Classes</th>
<th>FAT Classes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>E Monument 2-1001</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>E Monument 2-1002</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>E Monument 2-1007</td>
<td>24</td>
<td>32</td>
<td>56</td>
</tr>
<tr>
<td>Eastern B101</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Eastern B102</td>
<td>23</td>
<td>23</td>
<td>46</td>
</tr>
<tr>
<td>Eastern B103</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Eastern B104</td>
<td>59</td>
<td>21</td>
<td>80</td>
</tr>
<tr>
<td>Eastern B105</td>
<td>32</td>
<td>65</td>
<td>97</td>
</tr>
<tr>
<td>Eastern C150</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Intense School</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Mattin Center - Homewood</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Productivity Partners</td>
<td>313</td>
<td>313</td>
<td>626</td>
</tr>
<tr>
<td>System Source Hunt Valley</td>
<td>15</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>444</td>
<td>167</td>
<td>611</td>
</tr>
</tbody>
</table>

The table above indicates that 74% of the instructor-led training classes in the Information Technology Training program are held at vendor facilities and 26% are held at JHU Center for Training and Education facilities. The table also indicates that 75% of the Financial Administrative Training program classes are held at Eastern/Homewood and 25% are held at East Baltimore.

FITT Class Attendees by PCN
The table below reflects the number of employees who attended FITT classes by PCN.

FITT Class Attendees by PCN

<table>
<thead>
<tr>
<th>PCN</th>
<th>Category</th>
<th>Employees</th>
<th>Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Faculty</td>
<td>29</td>
<td>65</td>
</tr>
<tr>
<td>2</td>
<td>Administrative Officers and Deans</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Senior Staff</td>
<td>367</td>
<td>1,130</td>
</tr>
<tr>
<td>4</td>
<td>Exempt Support Staff</td>
<td>722</td>
<td>3,035</td>
</tr>
<tr>
<td>5</td>
<td>Fellowship Appointments and Student Positions</td>
<td>11</td>
<td>40</td>
</tr>
<tr>
<td>6</td>
<td>Non-Exempt Support Staff / Office and Clerical Staff</td>
<td>320</td>
<td>1,366</td>
</tr>
<tr>
<td>7</td>
<td>Non-Exempt Support Staff / Technical Staff</td>
<td>70</td>
<td>272</td>
</tr>
<tr>
<td>8</td>
<td>Craft and Service Staff (Bargaining Unit)</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>Retirees</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Non-JHU</td>
<td>29</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>Totals</td>
<td>1,552</td>
<td>5,972</td>
</tr>
</tbody>
</table>
The table above indicates that Exempt Support Staff, Senior Staff, and Non-Exempt Support staff make up the lion’s share (95%) of the FITT class attendee population.

**Divisional Enrollments**

**Financial and Information Technology Training Programs**

The table below reflects FITT’s total training delivery activity including the Financial Administrative Training Program (including all online courses) and the Information Technology Training Program.

**FITT Programs Usage by Division**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Employees</th>
<th>Classes</th>
<th>Days</th>
<th>Value</th>
<th>Value %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Centers &amp; Support Services</td>
<td>89</td>
<td>206</td>
<td>182</td>
<td>$49,017</td>
<td>4%</td>
</tr>
<tr>
<td>Bloomberg School of Public Health</td>
<td>262</td>
<td>1,000</td>
<td>835</td>
<td>$224,612</td>
<td>16%</td>
</tr>
<tr>
<td>Clinical Services</td>
<td>63</td>
<td>179</td>
<td>159</td>
<td>$45,352</td>
<td>3%</td>
</tr>
<tr>
<td>Health Divisions Administration</td>
<td>35</td>
<td>112</td>
<td>82</td>
<td>$21,611</td>
<td>2%</td>
</tr>
<tr>
<td>Homewood Student Affairs</td>
<td>70</td>
<td>202</td>
<td>241</td>
<td>$87,543</td>
<td>6%</td>
</tr>
<tr>
<td>JHU Press</td>
<td>9</td>
<td>29</td>
<td>18</td>
<td>$4,040</td>
<td>0%</td>
</tr>
<tr>
<td>Non-Divisional</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>$280</td>
<td>0%</td>
</tr>
<tr>
<td>Non-JHU</td>
<td>27</td>
<td>59</td>
<td>46</td>
<td>$10,912</td>
<td>1%</td>
</tr>
<tr>
<td>Peabody Institute</td>
<td>30</td>
<td>62</td>
<td>74</td>
<td>$27,372</td>
<td>2%</td>
</tr>
<tr>
<td>SAIS - DC</td>
<td>27</td>
<td>75</td>
<td>71</td>
<td>$19,590</td>
<td>1%</td>
</tr>
<tr>
<td>SAIS - Nanjing</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>$600</td>
<td>0%</td>
</tr>
<tr>
<td>School of Arts &amp; Sciences</td>
<td>117</td>
<td>397</td>
<td>334</td>
<td>$88,540</td>
<td>6%</td>
</tr>
<tr>
<td>School of Engineering</td>
<td>73</td>
<td>294</td>
<td>229</td>
<td>$56,719</td>
<td>4%</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>500</td>
<td>1,931</td>
<td>1,354</td>
<td>$332,641</td>
<td>24%</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>40</td>
<td>164</td>
<td>102</td>
<td>$23,984</td>
<td>2%</td>
</tr>
<tr>
<td>SPSBE</td>
<td>61</td>
<td>154</td>
<td>134</td>
<td>$42,888</td>
<td>3%</td>
</tr>
<tr>
<td>University Administration</td>
<td>322</td>
<td>1,122</td>
<td>1,095</td>
<td>$337,767</td>
<td>25%</td>
</tr>
</tbody>
</table>

| Totals                              | 1,554     | 5,989   | 4,959| $1,373,468|
| Daily rate                          |           |         |      | $277     |

The table above indicates that 1,554 individual employees took 5,989 FITT classes for a total of 4,959 days of training with a value of $1,373,468.
FINANCIAL ADMINISTRATIVE TRAINING
A graphic image of the scope and sequence of the Financial Administrative Training program follows:

- **Workshop 1: Introduction to Financial Administration**
  - The University as a Business Organization
  - Basic Accounting Principles
  - Business Transactions
  - JHU Chart of Accounts
  - Introduction to JHU Financial Systems
  - Prerequisite: Completion of all e-courses in Workshop 1

- **Workshop 2: Sponsored Projects**
  - OMB Circulars
  - Completion required before proceeding to other OMB courses
  - OMB: Cost Principles
  - OMB: Procurement Under Grants
  - OMB: Admin Requirements & Audits
  - Pre-Award Admin-Grants/Contracts
  - ReSource System
  - Post-Award Admin-Research Accounting
  - ERS-Effort Reporting System

- **Workshop 3: Budget Management**
  - BASIS—Budget & Account Setup Info System
  - Monthly Account Management I
  - Account Management Tools: AINQ/AFI (under development)
  - Monthly Account Management II (under development)
  - EB14: Electronic Expenditure Transfer
  - JVS: Electronic Journal Vouchers

- **Workshop 4: Procurement and Disbursement**
  - Purchasing Policy
  - Required before proceeding to other courses in Workshop 4
  - WEBREQ: Electronic Purchase Requisition
  - EMNS: Electronic M&S Form
  - Procurement Card System-P-Card
  - EASY: Electronic P-Card Approval System
  - Accounts Payable: Invoices & Check Requisitions
  - Accounts Payable Travel
  - Accounts Payable Independent Contractors
  - AINQ: Electronic Account Inquiry
  - Petty Cash Policy & Procedures

- **Workshop 5: Cash Accounting**
  - Cash Accounting
  - Merchant Processing

- **Workshop 6: Payroll Administration**
  - EPAY: Electronic Payroll Administration
  - Employment/Payroll for Homewood Students/Fellows
  - Employment/Payroll for International Visitors

Visit our website at: training.jhu.edu
The table below reflects the total training delivery activity for the Financial Administrative Training Program including all instructor-led classes and online courses.

**Financial Administrative Training Program Usage by Division**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Employees</th>
<th>Classes</th>
<th>Days</th>
<th>Value</th>
<th>Value %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Centers &amp; Support Services</td>
<td>32</td>
<td>108</td>
<td>56</td>
<td>$12,532</td>
<td>2%</td>
</tr>
<tr>
<td>Bloomberg School of Public Health</td>
<td>152</td>
<td>775</td>
<td>516</td>
<td>$118,854</td>
<td>22%</td>
</tr>
<tr>
<td>Clinical Services</td>
<td>31</td>
<td>125</td>
<td>69</td>
<td>$15,814</td>
<td>3%</td>
</tr>
<tr>
<td>Health Divisions Administration</td>
<td>21</td>
<td>83</td>
<td>45</td>
<td>$9,621</td>
<td>2%</td>
</tr>
<tr>
<td>Homewood Student Affairs</td>
<td>20</td>
<td>115</td>
<td>62</td>
<td>$13,363</td>
<td>3%</td>
</tr>
<tr>
<td>JHU Press</td>
<td>5</td>
<td>22</td>
<td>11</td>
<td>$2,260</td>
<td>0%</td>
</tr>
<tr>
<td>Non-Divisional</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>$280</td>
<td>0%</td>
</tr>
<tr>
<td>Non-JHU</td>
<td>6</td>
<td>21</td>
<td>13</td>
<td>$2,507</td>
<td>0%</td>
</tr>
<tr>
<td>Peabody Institute</td>
<td>9</td>
<td>26</td>
<td>12</td>
<td>$2,559</td>
<td>0%</td>
</tr>
<tr>
<td>SAIS - DC</td>
<td>8</td>
<td>29</td>
<td>16</td>
<td>$3,635</td>
<td>1%</td>
</tr>
<tr>
<td>School of Arts &amp; Sciences</td>
<td>56</td>
<td>247</td>
<td>155</td>
<td>$33,870</td>
<td>6%</td>
</tr>
<tr>
<td>School of Engineering</td>
<td>33</td>
<td>206</td>
<td>126</td>
<td>$26,824</td>
<td>5%</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>312</td>
<td>1,538</td>
<td>833</td>
<td>$179,831</td>
<td>34%</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>28</td>
<td>143</td>
<td>69</td>
<td>$15,294</td>
<td>3%</td>
</tr>
<tr>
<td>SPSBE</td>
<td>31</td>
<td>101</td>
<td>48</td>
<td>$10,538</td>
<td>2%</td>
</tr>
<tr>
<td>University Administration</td>
<td>127</td>
<td>568</td>
<td>362</td>
<td>$82,068</td>
<td>15%</td>
</tr>
</tbody>
</table>

| Totals                              | 872       | 4,108   | 2,394| $529,850|         |
| Daily rate                          |           | $221    |      |         |         |

The table above indicates that 872 individual employees took 4,108 Financial Administrative Training classes including eCourses for a total of 2,394 days of training with a value of $529,850.
The table below reflects training delivery activity for the Financial Administrative Training Program instructor-led training classes. It does not include online courses.

Financial Administrative Training Program Instructor-led Training Usage by Division

<table>
<thead>
<tr>
<th>Organization</th>
<th>Employees</th>
<th>Classes</th>
<th>Days</th>
<th>Value</th>
<th>Value %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Centers &amp; Support Services</td>
<td>10</td>
<td>41</td>
<td>25</td>
<td>$6,837</td>
<td>2%</td>
</tr>
<tr>
<td>Bloomberg School of Public Health</td>
<td>47</td>
<td>429</td>
<td>356</td>
<td>$89,444</td>
<td>26%</td>
</tr>
<tr>
<td>Clinical Services</td>
<td>13</td>
<td>65</td>
<td>41</td>
<td>$10,714</td>
<td>3%</td>
</tr>
<tr>
<td>Health Divisions Administration</td>
<td>6</td>
<td>39</td>
<td>24</td>
<td>$5,881</td>
<td>2%</td>
</tr>
<tr>
<td>Homewood Student Affairs</td>
<td>1</td>
<td>47</td>
<td>30</td>
<td>$7,583</td>
<td>2%</td>
</tr>
<tr>
<td>JHU Press</td>
<td>2</td>
<td>10</td>
<td>6</td>
<td>$1,240</td>
<td>0%</td>
</tr>
<tr>
<td>Non-Divisional</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>$280</td>
<td>0%</td>
</tr>
<tr>
<td>Non-JHU</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>$1,317</td>
<td>0%</td>
</tr>
<tr>
<td>Peabody Institute</td>
<td>4</td>
<td>11</td>
<td>5</td>
<td>$1,284</td>
<td>0%</td>
</tr>
<tr>
<td>SAIS - DC</td>
<td>1</td>
<td>12</td>
<td>8</td>
<td>$2,190</td>
<td>1%</td>
</tr>
<tr>
<td>School of Arts &amp; Sciences</td>
<td>14</td>
<td>99</td>
<td>87</td>
<td>$21,290</td>
<td>6%</td>
</tr>
<tr>
<td>School of Engineering</td>
<td>4</td>
<td>104</td>
<td>79</td>
<td>$18,154</td>
<td>5%</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>64</td>
<td>645</td>
<td>421</td>
<td>$103,926</td>
<td>30%</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>12</td>
<td>72</td>
<td>36</td>
<td>$9,259</td>
<td>3%</td>
</tr>
<tr>
<td>SPSBE</td>
<td>12</td>
<td>51</td>
<td>25</td>
<td>$6,288</td>
<td>2%</td>
</tr>
<tr>
<td>University Administration</td>
<td>47</td>
<td>292</td>
<td>235</td>
<td>$58,608</td>
<td>17%</td>
</tr>
</tbody>
</table>

Totals: 239 classes, 1,925 employees, 1,386 days with a total value of $344,295.

Daily rate: $248
No-shows: 82
Attendance Rate: 96%

The table above indicates that 239 individual employees took 1,925 instructor-led Financial Administrative Training classes for a total of 1,386 days of training with a value of $344,295.
The table below reflects training delivery activity for the Financial Administrative Training Program online courses. It does not include instructor-led classes.

Financial Administrative Training Program eCourse Usage by Division

<table>
<thead>
<tr>
<th>Organization</th>
<th>Employees</th>
<th>Classes</th>
<th>Days</th>
<th>Value</th>
<th>Value %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Centers &amp; Support Services</td>
<td>22</td>
<td>67</td>
<td>31</td>
<td>$5,695</td>
<td>3%</td>
</tr>
<tr>
<td>Bloomberg School of Public Health</td>
<td>105</td>
<td>346</td>
<td>160</td>
<td>$29,410</td>
<td>16%</td>
</tr>
<tr>
<td>Clinical Services</td>
<td>18</td>
<td>60</td>
<td>28</td>
<td>$5,100</td>
<td>3%</td>
</tr>
<tr>
<td>Health Divisions Administration</td>
<td>15</td>
<td>44</td>
<td>21</td>
<td>$3,740</td>
<td>2%</td>
</tr>
<tr>
<td>Homewood Student Affairs</td>
<td>19</td>
<td>68</td>
<td>32</td>
<td>$5,780</td>
<td>3%</td>
</tr>
<tr>
<td>JHU Press</td>
<td>3</td>
<td>12</td>
<td>6</td>
<td>$1,020</td>
<td>1%</td>
</tr>
<tr>
<td>Non-JHU</td>
<td>5</td>
<td>14</td>
<td>7</td>
<td>$1,190</td>
<td>1%</td>
</tr>
<tr>
<td>Peabody Institute</td>
<td>5</td>
<td>15</td>
<td>7</td>
<td>$1,275</td>
<td>1%</td>
</tr>
<tr>
<td>SAIS - DC</td>
<td>7</td>
<td>17</td>
<td>8</td>
<td>$1,445</td>
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</tr>
<tr>
<td>School of Arts &amp; Sciences</td>
<td>42</td>
<td>148</td>
<td>68</td>
<td>$12,580</td>
<td>7%</td>
</tr>
<tr>
<td>School of Engineering</td>
<td>29</td>
<td>102</td>
<td>48</td>
<td>$8,670</td>
<td>5%</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>248</td>
<td>893</td>
<td>412</td>
<td>$75,905</td>
<td>41%</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>16</td>
<td>71</td>
<td>33</td>
<td>$6,035</td>
<td>3%</td>
</tr>
<tr>
<td>SPSBE</td>
<td>19</td>
<td>50</td>
<td>23</td>
<td>$4,250</td>
<td>2%</td>
</tr>
<tr>
<td>University Administration</td>
<td>80</td>
<td>276</td>
<td>127</td>
<td>$23,460</td>
<td>13%</td>
</tr>
</tbody>
</table>

| Totals | 633 | 2,183 | 1,008 | $185,555 |  |

Daily rate $184

The table above indicates that 633 individual employees took 2,183 online Financial Administrative Training courses for a total of 1,008 days of training with a value of $185,555. The School of Medicine is the largest user of eCourses, followed by the Bloomberg School of Public Health.
The table below reflects the total training delivery activity for the Information Technology Training Program.

### Information Technology Training Program Usage by Division

<table>
<thead>
<tr>
<th>Organization</th>
<th>Employees</th>
<th>Classes</th>
<th>Days</th>
<th>Value</th>
<th>Value %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Centers &amp; Support Services</td>
<td>57</td>
<td>98</td>
<td>126</td>
<td>$36,485</td>
<td>4%</td>
</tr>
<tr>
<td>Bloomberg School of Public Health</td>
<td>110</td>
<td>225</td>
<td>319</td>
<td>$105,758</td>
<td>13%</td>
</tr>
<tr>
<td>Clinical Services</td>
<td>32</td>
<td>54</td>
<td>90</td>
<td>$29,538</td>
<td>4%</td>
</tr>
<tr>
<td>Health Divisions Administration</td>
<td>14</td>
<td>29</td>
<td>37</td>
<td>$11,990</td>
<td>1%</td>
</tr>
<tr>
<td>Homewood Student Affairs</td>
<td>50</td>
<td>87</td>
<td>179</td>
<td>$74,180</td>
<td>9%</td>
</tr>
<tr>
<td>JHU Press</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>$1,780</td>
<td>0%</td>
</tr>
<tr>
<td>Non-JHU</td>
<td>21</td>
<td>38</td>
<td>33</td>
<td>$8,405</td>
<td>1%</td>
</tr>
<tr>
<td>Peabody Institute</td>
<td>21</td>
<td>36</td>
<td>62</td>
<td>$24,813</td>
<td>3%</td>
</tr>
<tr>
<td>SAIS - DC</td>
<td>19</td>
<td>46</td>
<td>55</td>
<td>$15,955</td>
<td>2%</td>
</tr>
<tr>
<td>SAIS - Nanjing</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>$600</td>
<td>0%</td>
</tr>
<tr>
<td>School of Arts &amp; Sciences</td>
<td>61</td>
<td>150</td>
<td>179</td>
<td>$54,670</td>
<td>6%</td>
</tr>
<tr>
<td>School of Engineering</td>
<td>40</td>
<td>88</td>
<td>103</td>
<td>$29,895</td>
<td>4%</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>188</td>
<td>393</td>
<td>521</td>
<td>$152,810</td>
<td>18%</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>12</td>
<td>21</td>
<td>33</td>
<td>$8,690</td>
<td>1%</td>
</tr>
<tr>
<td>SPSBE</td>
<td>30</td>
<td>53</td>
<td>86</td>
<td>$32,350</td>
<td>4%</td>
</tr>
<tr>
<td>University Administration</td>
<td>195</td>
<td>554</td>
<td>733</td>
<td>$255,699</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>855</strong></td>
<td><strong>1,881</strong></td>
<td><strong>2,565</strong></td>
<td><strong>$843,618</strong></td>
<td></td>
</tr>
<tr>
<td>Daily rate</td>
<td></td>
<td></td>
<td></td>
<td>$329</td>
<td></td>
</tr>
<tr>
<td>No-shows</td>
<td></td>
<td></td>
<td></td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>Attendance Rate</td>
<td></td>
<td></td>
<td></td>
<td>95%</td>
<td></td>
</tr>
</tbody>
</table>

The table above indicates that 855 individual employees took 1,881 Information Technology Training Program courses for a total of 2,565 days of training with a value of $843,618.

**Costs and Cost-Effectiveness**

The A52-0109 Financial and Administrative Training Program General Funds account ended the fiscal year with about $1,300 unspent.

At the end of the fiscal year, the A52-0110 Financial and Administrative Training Program Discretionary Funds account shows a deficit of about $964,000, which represents two years of accumulated unfunded expenditures.

The A52-0112 Information Technology Training Program Service Center account had a small excess of expenditures over revenues of about $35,000, which represents a variance of approximately 4% that will carry over to next year.
Goals for FY04

- Complete implementation of the WebConnect self-service function of the Aspen LMS.
- Introduce online IT training that can be tracked by the Aspen LMS and in such a way as to comply with all Staff Development Remission policies and practices.
- Complete negotiations with the HopkinsONE PMO to determine FITT’s role in ERP training and, assuming FITT will manage HopkinsONE training:
  - Support vendor selection training
  - Select a project assistant and other training team personnel as necessary
  - Set up HopkinsONE training team workspace and equipment
  - Develop the training portion of the HopkinsONE project plan
  - Analyze the workforce’s readiness for end user training and the organization’s support for end user training and formulate plans for addressing any workforce readiness and organizational support issues
  - Inventory and catalogue (in a database) all organic assets that can be employed to deliver end user training
  - Learn about and implement the ERP vendor’s systems and methods for developing and delivering end user training
  - Manage HopkinsONE project team training
  - Adjust the IT training program’s offerings to support the core technologies selected by HopkinsONE
- Through the ERP Vendor Solution Demonstration Lab process, evaluate and submit recommendations on which ERP vendor’s LMS best suits Hopkins’ needs.
- Working with the JHED support team, create training accounts in JHED to support the instruction of applications (such as AFI and GroupWise) that utilize JHED authentication.
- Formulate a Financial Administrative Training instruction risk management strategy and cross-train FAT Instructors to mitigate the risk.
- Develop and implement the Monthly Account Management II course and the Account Management Tools: AINQ and AFI course.
- Identify all FAT courses that contain instructions for connecting the mainframe and replace the current instructions with instructions for the new HIP (Host Interface Protocol) mainframe connectivity protocol.
- Working with GPeLearning and JHU subject matter experts, complete the Introduction to Sponsored Projects ecourse, three additional ecourses, and the Knowledge Assessments for all existing ecourses and the Introduction to JHU Financial System ecourse.
- Implement the Introduction to JHU Financial Systems ecourse.
- Complete and implement the Eight Steps to Make a Purchase at JHU online decision aid.
The preceding graphic provides a display of the course tracks found in the Management and Staff Development program.

**FY03 Accomplishments**

- Two catalogs were designed and distributed to all full-time and part-time university faculty and staff members during the fiscal year.
- There were 128 courses scheduled in the fall and spring catalogs. This represents 182 sessions due to multiple day courses.
- Over 95% of the courses were held with only 10 cancelled due to low enrollment.
- Attendance in catalog courses for FY03 was 2,543. This represents a small decrease of 7% from FY02 which yielded the largest ever number of course attendees in Center history. One possible reason for the decrease could be inability to send out program status letters to JHU Supervisory Training Program participants due to a change in Center staff.

### Management and Staff Development Training Usage by Division

<table>
<thead>
<tr>
<th>Organization</th>
<th>Employees</th>
<th>Classes</th>
<th>Days</th>
<th>Value</th>
<th>Value %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Centers &amp; Support Services</td>
<td>122</td>
<td>198</td>
<td>184</td>
<td>$46,870</td>
<td>6%</td>
</tr>
<tr>
<td>Bloomberg School of Public Health</td>
<td>252</td>
<td>605</td>
<td>570</td>
<td>$132,555</td>
<td>16%</td>
</tr>
<tr>
<td>Clinical Services</td>
<td>92</td>
<td>203</td>
<td>186</td>
<td>$40,355</td>
<td>5%</td>
</tr>
<tr>
<td>Health Divisions Administration</td>
<td>80</td>
<td>164</td>
<td>163</td>
<td>$39,755</td>
<td>3%</td>
</tr>
<tr>
<td>Homewood Student Affairs</td>
<td>63</td>
<td>104</td>
<td>97</td>
<td>$26,250</td>
<td>1%</td>
</tr>
<tr>
<td>JHU Press</td>
<td>11</td>
<td>29</td>
<td>25</td>
<td>$4,905</td>
<td>1%</td>
</tr>
<tr>
<td>Non-Divisional</td>
<td>7</td>
<td>21</td>
<td>20</td>
<td>$4,125</td>
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</tr>
<tr>
<td>Non-JHU</td>
<td>42</td>
<td>31</td>
<td>26</td>
<td>$9,430</td>
<td>1%</td>
</tr>
<tr>
<td>Peabody Institute</td>
<td>46</td>
<td>71</td>
<td>50</td>
<td>$11,265</td>
<td>1%</td>
</tr>
<tr>
<td>SAIS - DC</td>
<td>7</td>
<td>11</td>
<td>13</td>
<td>$3,340</td>
<td>1%</td>
</tr>
<tr>
<td>School of Arts &amp; Sciences</td>
<td>91</td>
<td>159</td>
<td>156</td>
<td>$32,400</td>
<td>4%</td>
</tr>
<tr>
<td>School of Engineering</td>
<td>37</td>
<td>81</td>
<td>86</td>
<td>$20,440</td>
<td>2%</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>524</td>
<td>1,284</td>
<td>1,262</td>
<td>$286,095</td>
<td>35%</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>15</td>
<td>32</td>
<td>34</td>
<td>$7,285</td>
<td>1%</td>
</tr>
<tr>
<td>SPSBE</td>
<td>30</td>
<td>65</td>
<td>67</td>
<td>$16,795</td>
<td>2%</td>
</tr>
<tr>
<td>University Administration</td>
<td>300</td>
<td>667</td>
<td>596</td>
<td>$139,620</td>
<td>17%</td>
</tr>
</tbody>
</table>

Totals 1,718 3,725 3,569 $821,485

The table above indicates that 1,718 individual employees took 3,725 classes from the MSD catalog, for a total of 3,569 days of training with a value of $821,485.

**Goals for FY04:**

- Design and distribute two catalogs to full-time and part-time university faculty and staff.
- Utilize temporary staff to label and sort catalogs in-house to reduce overhead cost.
- Prepare and review current reports of catalog registration statistics.
- Examine the registration and projected quarterly revenue and adjust course rate accordingly.
• Explore ways of reducing outside vendor costs by contracting with additional local vendors.
• Implement Webconnect feature of Aspen LMS to encourage participant online registration.

GED/ADULT EDUCATION

FY03 Accomplishments
• The GED/Adult Education program, developed in cooperation with the Johns Hopkins Hospital, entered its third year in FY03. The Hospital’s Office of Community and Education Projects through their Skills Enhancement Program continues to provide adult education to Hopkins staff.
• In addition to highlighting the program in MSD catalog, flyers announcing the fall and spring program sessions were created and included with paychecks for bargaining-unit staff members on both the Homewood and East Baltimore campuses. Announcements were also posted in conspicuous areas in the university Facilities Departments and included in the East Baltimore facilities staff newsletter.
• The Hospital staff received the calls from potential program participants, conducted skills assessments, handled placement in the 12-week class sessions instructed by their staff. There were 17 Hopkins staff members who completed the program courses last fiscal year, an increase of 13% over FY02.

Goals for FY04:
• Increase program enrollment by developing and distributing program posters.
• Evaluate current program offerings and make improvements as required.
• Advertise program at the JHU Benefits Fair.

MSD SUPERVISORY TRAINING PROGRAM

FY03 Accomplishments
• The JHU Supervisory Training Program, developed in spring 2001, continued to grow as it entered its third year. The training program is comprised of 7 courses that can be completed over a period of 8 days.
• Target participants included newly hired or promoted managers and supervisors identified by the divisional human resources offices. These individuals were sent an invitation to attend the first course in the program.
• A database was developed to track the participant’s progress in completing the required courses. At the end of each term, participants were sent a report indicating the number of courses left to complete the program. A registration form was included to encourage their attendance in upcoming courses.
• To date, there have been 476 supervisors/managers to enroll in the program, more than double the number enrolled as of the end of FY02. An additional forty-eight have completed all of the required courses, bringing the total number of program graduates
to 100. A program follow-up and recognition luncheon was held in fall 2002 to acknowledge those program graduates.

Goals for FY04:
- Conduct focus groups to evaluate program effectiveness.
- Advertise program in Human Resources Today publication.
- Host a recognition luncheon/graduation event.
- Utilize ASPEN LMS to track and improve data gathering on program enrollment.

MSD CERTIFIED PROFESSIONAL MANAGERS PROGRAM

FY03 Accomplishments
- The Certified Professional Managers Program (CPM), created in Spring 2001, continues to use the training materials developed by the Institute of Certified Professional Managers (ICPM) at James Madison University in Harrisburg, Pennsylvania. The ICPM sets performance standards for managers worldwide and conducts research in the areas of management, business education, academic assessment and certification.
- The CPM program consists of 3 training modules offered over 3 consecutive days.
- Ninety-three (93) mid-level managers have enrolled in the program. This represents an 86% increase in program enrollment. Fifteen (15) have successfully completed all three modules. Because of inclement last fall, one of the training modules was cancelled reducing the number of program completions. Upon completing the program, participants were encouraged to take ICPM’s certification examination and join over 10,000 professionals from 1,600 companies who have been certified through ICPM programs.

Goals for FY04:
- Continue to advertise the existence of the program and highlight the program in HR Today.
- Improve the database using ASPEN software to track program participants.
- Collect data on number of participants passing the certification examination.

MSD DEPARTMENTAL TRAINING

FY03 Accomplishments
- Sixty-five (65) departmental training courses were offered by request in FY03. A total of 1,016 participants attended these sessions.
- A draft of a new departmental training catalog was developed and will be distributed in FY04. This should lead to increases in departmental training sessions and participation in the upcoming fiscal year.
Goals for FY04:

- Revise and distribute the new departmental catalog.
- Add additional training course offerings to the program.
- Use additional outside vendors to increase the ability to offer catalog courses to intact groups.
- Examine departmental use by divisions and present data to human resource managers.

MSD Interactive Multimedia Training Program

FY03 Accomplishments

- This is the fifth fiscal year that the Interactive Multimedia Training Program has been in existence.
- CD-ROM training courses were used 31 times in this fiscal year. This is a 7% increase from FY02.
- The performance improvement series courses were used most often, representing 32% of the total usage.
- Additionally, 18 video training courses were checked out by staff, double the amount used in FY02. These increases were most likely due a change in policy to allow materials to be loaned to staff for a period of one week to be used in their offices or homes.

Goals for FY04:

- Increase university-wide advertising of program offerings.
- Develop a standard evaluation form and process.
- Explore the use of e-learning courses offered through Webconnect.
- Research and evaluate new CD-ROMs and add to program as needed.
LEADERSHIP DEVELOPMENT

The graphic which follows describes the potential paths of the Leadership Development Program.

FY03 Accomplishments

The Leadership Development Program (for Deans and Officers)

Over the years, the Leadership Development Program has become a collaborate program of the Office of Human Services with the Offices of Organization Development and Diversity and the Office of the Career Management Program participating to provide instruction in a variety or courses. Also, there a three distinct “tracks” that provide focus to the efforts to address different populations, as seen in the chart which is provided.

The Leadership Development Program (LDP) saw it’s seventh successful year with 21 participants in the Leadership Skills Assessment for Professional Development and Leadership FOUNDATIONS courses. This program was the foundation of T&E’s efforts to address the needs of senior leaders, and it remains the main focus of the leadership program.

This year, for the fourth time, three internal staff members taught the FOUNDATIONS course. Dr. Richard (Dick) Kilburg led the instructor team, which included Dr. Linda Dillon Jones and Dr. Eugene (Geno) Schnell. Ms. Lisa Heiser co-taught the Leadership Skills Assessment for Professional Development course with Linda Dillon Jones.
This program continues to be provided (as a briefer version, as a two-day off-site retreat to the JHM Faculty and Administrator Leadership Development Program. This program mirrors the content in the university’s FOUNDATIONS courses, but is divided into one two-day, and one one-day off-site retreat, held in the spring and fall, for the convenience of this group which is made up primarily of physicians and administrative staff who run clinical offices.

Dick, Geno, and Linda have continued to consult on the Advisory Committee for the JHMI Faculty and Administrator Leadership Development Program.

Last year, 22 people attended the basic FOUNDATIONS course in the FY03 JHU LDP, and 27 people attended the FOUNDATIONS course which was offered as a retreat in the JHM LDP in FY02. This course is being offered again in September of 2003. Over the past 7 years, 191 people have taken one or more of the four basic courses in the JHU program.

The three courses that typically comprise the LDP program include:

- Leadership Skills Assessment for Professional Development
- Leadership FOUNDATIONS
- The Critical Role of Leaders in JHU’s Commitment to Diversity

This year a Goal Setting course was added as a preliminary experience prior to the FOUNDATIONS course. A Coaching course was added for those people who wished to pursue on-going work with a personal coach, in an effort to better position individual’s to work successfully with their coach and get the most from the experience. Coaches came primarily from the Organization Development and Diversity program area and included: Drs. Geno Schnell, Kathleen Garrity, Debbie Sampson, and Emma Stokes. From the Career Management Program, Ms. Lisa Heiser also served, along with Dr. Dick Kilburg, who directs the Office of Human Services.

For the second year, a course called Conversations on Leadership was offered. These Conversations sessions are offered twice a year by invitation to both current and former LDP participants. The idea for the Conversations course came from former participants who suggested that they would like to have more personal conversation on leadership practice with senior leaders as a part of the program. In the first two years since its inception, these senior leaders have presented the following sessions:

- **Dean Ed Miller of the School of Medicine**: Shortly after the tragic death of Ellen Rauche, he spoke of the leadership issues he faced in the midst of that difficult time in dealing with the media, with increased NIH oversight, and with the faculty and staff at the School of Medicine. (October 2001)

- **Mr. Ross Jones, Vice President and Secretary Emeritus**: Over his 40 years as a leader at Johns Hopkins University, he served 6 presidents, and as a result, his knowledge of the institution and its history is unique. His insight into the inner workings of the Office of the President and understanding of “how things get done around here” provided an important, reality-based, message for everyone in attendance. (June 2002)
Dean Ilene Busch-Vishniac: Spoke about the issues and challenges she faced as the first female Dean of the Whiting School of Engineering and as a woman leader in a field of study historically dominated by men. (October 2002)

Dr. James McGill, Senior Vice President for Administration and Finance: Spoke about the challenges of financial management at Hopkins and the change management issues embedded in the upcoming purchase of an Enterprise Resource Planning System. (March 2003)

The Leadership Track
The Leadership Development program has always had as its goal the desire to create a learning community that would continue over the life of a person’s tenure with the institution. The problem was that with such a small pool of people who had completed the program, tending to grow smaller every year due to people resigning to go take leadership positions at other institutions, it was very difficult to offer a course that could attract a large enough group to make it a viable offering! Further, there was a growing cadre of people who had completed the Certified Professional Managers program, and who wanted to continue to be challenged by additional course work. The Leadership Track, which appears at the end of the Management and Staff Development catalogue, is a program that intersects to meet the need of these two groups. Courses that are planned with the LDP cohort group in mind are often expensive courses to provide, which attract only a small number of registrants. However, when these courses are also offered to the Hopkins community of managers and senior leaders in general, they tend to be viable offerings. Office of Human Services staff collaborate to provide:

- **The Mechanics of Leadership: Influencing Interpersonal and Group Outcomes** - How can you use your leadership skills to work with a group to accomplish a goal? How can you use what you know about structure, process, and work to figure out what's going on in an organization and use that to accomplish goals? What is your personal style of influence, and what tactics can you use to overcome resistance when you are blocked in an organization? How should you view influencing and negotiation at different levels of the organization, that is, do you need a different bag of tricks when dealing with subordinates or peers, or trying to influence the power above you? Leaders have to be skilled in using a wide variety of methods to influence others to deliver desired outcomes without negative consequences. This challenge is significant for dyads, small groups, and large departments. This session will provide the opportunity for more personal assessment, as well as case studies to practice the skills being taught.

- **Effective Change: Managing Transitions at Hopkins** - This course is designed to provide managers with an overview of the theory that exists around organizational change. This survey offers a discussion of the role that managers can play in directing and influencing individuals and events to achieve the desired outcome. Topics covered include conducting organizational assessments, managing the redesign of organizational processes, managing the dimensions of diversity through organizational change, and managing the interpersonal and psychic aspects of group behavior and change.
• **Executive Wisdom: A Workshop for Leaders on How to Anticipate the Future and Avoid the Mistakes of the Past** - Leaders make dozens and sometimes hundreds of decisions per day. This one-day workshop is designed to help individuals with leadership responsibilities in the university understand how they can make wiser choices in the performance of their daily responsibilities. Small group exercises and presentations will be used to introduce participants to concepts that describe and support the emergence of executive wisdom in individuals and the methods of wisdom mapping that can enable them to discern, plan, and act more effectively in their leadership positions.

**Leaders in Transition**

Finally, FY03 saw the first year of an effort to address the needs of senior leaders who are new to Hopkins through leadership development coursework. The following course was designed and taught by the Organization Development and Diversity Program staff, which includes: Drs. Geno Schnell, Kathleen Garrity, Debbie Sampson, and Emma Stokes.

• **Senior Leadership Transitions** – The purpose of this experience is to provide an opportunity to understand the individual and organizational processes of a senior leadership change while increasing awareness of the larger University, divisional, departmental cultures with regard to leadership and effective functioning within and across different organizational cultures. This course will offer information and lessons learned about success during the earliest phases of a senior leadership transition, and increase the individual’s understanding of University-wide services and programs that can assist in individual and organizational success during a leadership change.

The table below reflects the total training delivery activity for all courses in all areas of the Leadership Development Program for FY 2003

<table>
<thead>
<tr>
<th>Organization</th>
<th>Employees</th>
<th>Classes</th>
<th>Days</th>
<th>Value</th>
<th>Value %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Centers &amp; Support Services</td>
<td>4</td>
<td>7</td>
<td>6.5</td>
<td>$4,030</td>
<td>5%</td>
</tr>
<tr>
<td>Bloomberg School of Public Health</td>
<td>5</td>
<td>5</td>
<td>4.5</td>
<td>$2,790</td>
<td>3%</td>
</tr>
<tr>
<td>Clinical Services</td>
<td>4</td>
<td>4</td>
<td>4.5</td>
<td>$2,790</td>
<td>3%</td>
</tr>
<tr>
<td>Health Divisions Administration</td>
<td>1</td>
<td>2</td>
<td>1.5</td>
<td>$930</td>
<td>1%</td>
</tr>
<tr>
<td>Homewood Student Affairs</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>$620</td>
<td>1%</td>
</tr>
<tr>
<td>JHU Press</td>
<td>1</td>
<td>2</td>
<td>2.5</td>
<td>$1,550</td>
<td>2%</td>
</tr>
<tr>
<td>Non-Divisional / Non-JHU</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>$4,960</td>
<td>6%</td>
</tr>
<tr>
<td>Peabody Institute</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>$3,100</td>
<td>4%</td>
</tr>
<tr>
<td>SAIS - DC</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>$620</td>
<td>1%</td>
</tr>
<tr>
<td>School of Arts &amp; Sciences</td>
<td>2</td>
<td>2</td>
<td>2.5</td>
<td>$1,550</td>
<td>2%</td>
</tr>
<tr>
<td>School of Engineering</td>
<td>4</td>
<td>4</td>
<td>2.5</td>
<td>$1,550</td>
<td>2%</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>44</td>
<td>54</td>
<td>51.5</td>
<td>$33,008</td>
<td>40%</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>10</td>
<td>14</td>
<td>17.5</td>
<td>$10,850</td>
<td>13%</td>
</tr>
<tr>
<td>SPSBE</td>
<td>2</td>
<td>2</td>
<td>1.5</td>
<td>$930</td>
<td>1%</td>
</tr>
<tr>
<td>University Administration</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>$13,020</td>
<td>16%</td>
</tr>
</tbody>
</table>

**Totals** 110 149 131 $82,298

The table above indicates that 110 individual employees took 149 classes for a total of 131 days of training with the value of $82,298.
**Goals for FY04**

At present, Office of Human Services staff has established a series of bi-weekly meetings to discuss the ongoing work of the program and the direction the program should take in the future. Goals include to:

- Continue to work to get the right people nominated to attend the basic leadership FOUNDATIONS course.
- Continue to attract Leadership Development Program completers into the additional course work of the LDP program.
- Continue to work to attract senior leaders who are new to the Hopkins environment to attend the Senior Leadership Transitions course.
- Add additional course work related to coaching and supervision to the Leadership Track.
- Add a course called Type Talk, which will extend the work of the Myers-Briggs Type Indicator in the leadership program.

**Faculty Development Program**

**Current Activity**

Faculty development seminars related to teaching and learning are designed to support and encourage faculty as they pursue excellence in their various roles of teaching, research and service, along with the professional goals of scholarship, promotion, and tenure. Each course is taught by a senior person, usually people who have taught at the college level themselves, with a doctoral degree in their field and/or special expertise in the content being presented. Demand continues to be low for these offerings, but since we no longer print a brochure each year, the cost of offering these courses to faculty groups by request is minimal.

This year we worked with the Women's Leadership Council of the School of Medicine to design a professional development program for senior women in the school. Because the courses they selected were from the Management and Staff Development program, the data for those courses is reported elsewhere.

**Goals for FY04**

For the coming year, we have begun planning with the following client groups:

- Ron Burke, Assistant Dean for Graduate Instruction, School of Nursing, for a day of faculty development in August of FY 04.
- Marc Donahue, Associate Dean for Research, Whiting School of Engineering, to create an ongoing faculty development program for Department Chairs and senior leaders in the School.
- Janice Clements, Vice Dean for Faculty Affairs, School of Medicine to continue the ongoing work with faculty in the School of Medicine.
- Our goal is to continue to build this program slowly, by responding appropriately to requests from departmental groups.
CODING TRAINING FOR THE INTERNATIONAL CLASSIFICATION OF DISEASES

FY03 Accomplishments

- This is the seventh year since the program’s inception.
- As was decided last year collaboratively with partners from the School of Medicine, The Johns Hopkins Hospital, and the Physician’s Billing and Coding service, the program was reduced from 22 days of training to 11 days.
- Mr. George Alex of Iatro, continues to be the sole instructor for this program.
- The program continues to rely on a web site designed by Iatro, with pre-tests, study exercises, and post tests for each of these individual days of training, to supplement classroom instruction.
- Over the past few years, the number of university employees who need these courses has been on the decline, as T&E caught up with the backlog demand that the program initially created. In FY03, 188 employees attended this training, while in FY02 saw just 172 registrants.
- Previously, T&E acquired address labels for coding participants from the School of Medicine. This year (in March of 2003) the purchase of labels through HRIS allowed T&E to send brochures to a larger proportion of JHU employees. Doing so has caused a slight increase in participation, and three additional sections were added.

The table below reflects the total training delivery activity for the Coding Training for the International Classification of Diseases program area for FY 2003.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Employees</th>
<th>Classes</th>
<th>Days</th>
<th>Value</th>
<th>Value %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Services</td>
<td>15</td>
<td>32</td>
<td>26</td>
<td>$7,390</td>
<td>18%</td>
</tr>
<tr>
<td>Non-Divisional</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>$430</td>
<td>1%</td>
</tr>
<tr>
<td>Non-JHU</td>
<td>5</td>
<td>18</td>
<td>18</td>
<td>$3,870</td>
<td>9%</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>$430</td>
<td>1%</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>52</td>
<td>134</td>
<td>168</td>
<td>$30,000</td>
<td>71%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>75</strong></td>
<td><strong>188</strong></td>
<td><strong>168</strong></td>
<td><strong>$42,120</strong></td>
<td></td>
</tr>
</tbody>
</table>

The table above indicates that 75 individual employees registered for 188 classes for a total of 168 days of training with the value of $42,120.

Goals for FY04

Demand for this program is once again on the increase. In the past, additional sections of courses have been added when a sufficient wait list existed to justify it. Consideration is being given to offering each course twice a year.
TECHNICAL WORKSHOPS FOR LABORATORY EXCELLENCE

FY03 Accomplishments

- This year T&E continued its relationship with the Biotechnical Institute of Maryland to be the provider of this training.
- Dr. Tim Fawcett, manages the program, under the direction of Dr. Sue Penno of the Cell Culture Lab of the Genetic Resources Core Facility of the School of Medicine.
- This program continues to be funded using general funds.
- The number of employees who can attend this program has decreased slightly because we are limited to the number of sessions we can schedule, and adding additional sessions is difficult. Employees beyond the number that will fit in the lab are added to the wait list for future sessions.

The table below reflects the total training delivery activity for the Technical Workshops for Laboratory Excellence program area for FY 2003.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Employees</th>
<th>Classes</th>
<th>Days</th>
<th>Value</th>
<th>Value %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloomberg School of Public Health</td>
<td>10</td>
<td>20</td>
<td>45.5</td>
<td>$9,795</td>
<td>11%</td>
</tr>
<tr>
<td>Clinical Services</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>$645</td>
<td>1%</td>
</tr>
<tr>
<td>Health Divisions Administration</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>$645</td>
<td>1%</td>
</tr>
<tr>
<td>Non-Divisional</td>
<td>9</td>
<td>17</td>
<td>36.5</td>
<td>$7,850</td>
<td>9%</td>
</tr>
<tr>
<td>School of Arts &amp; Sciences</td>
<td>3</td>
<td>3</td>
<td>6.5</td>
<td>$1,400</td>
<td>2%</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>77</td>
<td>143</td>
<td>334.5</td>
<td>$71,960</td>
<td>78%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>101</strong></td>
<td><strong>185</strong></td>
<td><strong>429</strong></td>
<td><strong>$92,295</strong></td>
<td></td>
</tr>
</tbody>
</table>

The table above indicates that 101 individual employees took 185 classes for a total of 429 days of training with the value of $92,295.

Goals for FY04

- T&E continues to get occasional requests for centralized clinical training, but since General funds are in short supply, no additions to this program have been made in the recent past.

SUMMARY STATISTICS FOR ALL PROGRAMS

The section which follows provides summary statistics for all programs by various demographic variables. The following tables were set up to mimic the payroll system from which Aspen pulls employee data. The “Other” category is listed in payroll as “Other/Caucasian”.

In each table the column marked "Blank" indicates that this information either was not provided by the individual at the time of registration, or the program coordinator failed to enter it into the various screens of the Aspen system. For example, some of the Blank data may be attributed to Johns Hopkins Hospital employees (not listed in the university payroll system) who paid to attend this training and did not provide the data at the time of registration. Also, these counts are based...
on individual days of attendance, not on individual people, so one person, with one field of Blank data, who attends 10 courses, can create 10 “blanks” in that column.

The table which follows shows attendance statistics by race and ethnicity.

<table>
<thead>
<tr>
<th>Race / Ethnic Counts</th>
<th>Black</th>
<th>Asian</th>
<th>American</th>
<th>Hispanic</th>
<th>Other</th>
<th>Blank</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management &amp; Staff Development</td>
<td>1,004</td>
<td>144</td>
<td>11</td>
<td>43</td>
<td>2,512</td>
<td>27</td>
<td>3,741</td>
</tr>
<tr>
<td>*FAT</td>
<td>1,154</td>
<td>202</td>
<td>0</td>
<td>23</td>
<td>2,705</td>
<td>24</td>
<td>4,108</td>
</tr>
<tr>
<td>*IT</td>
<td>451</td>
<td>106</td>
<td>5</td>
<td>24</td>
<td>1,256</td>
<td>42</td>
<td>1,884</td>
</tr>
<tr>
<td>Faculty Development</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Coding Training</td>
<td>85</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>80</td>
<td>23</td>
<td>188</td>
</tr>
<tr>
<td>Technical Workshops</td>
<td>23</td>
<td>48</td>
<td>2</td>
<td>13</td>
<td>97</td>
<td>2</td>
<td>185</td>
</tr>
<tr>
<td>Leadership Development</td>
<td>7</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>110</td>
<td>7</td>
<td>131</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>2,724</td>
<td>506</td>
<td>18</td>
<td>104</td>
<td>6,760</td>
<td>125</td>
<td>10,237</td>
</tr>
</tbody>
</table>

* Combine to make up Financial and Information Technology Training

When all programs are tallied together, a total of 10,237 registrations were received for Training and Education coursework during FY03. Of this group, 26.6% were Black and 66% were from the "other" category or Caucasian.

The table which follows shows attendance statistics by gender.

<table>
<thead>
<tr>
<th>Gender Counts</th>
<th>Male</th>
<th>Female</th>
<th>Blank</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management &amp; Staff Development</td>
<td>748</td>
<td>2,989</td>
<td>4</td>
<td>3,741</td>
</tr>
<tr>
<td>*FAT</td>
<td>641</td>
<td>3,467</td>
<td>18</td>
<td>4,108</td>
</tr>
<tr>
<td>*IT</td>
<td>499</td>
<td>1,385</td>
<td>72</td>
<td>1,884</td>
</tr>
<tr>
<td>Faculty Development</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Coding Training</td>
<td>12</td>
<td>176</td>
<td>0</td>
<td>188</td>
</tr>
<tr>
<td>Technical Workshops</td>
<td>69</td>
<td>116</td>
<td>0</td>
<td>185</td>
</tr>
<tr>
<td>Leadership Development</td>
<td>37</td>
<td>94</td>
<td>0</td>
<td>131</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>2,006</td>
<td>8,227</td>
<td>94</td>
<td>10,237</td>
</tr>
</tbody>
</table>

* Combine to make up Financial and Information Technology Training

When all participation is tallied together, 80.3% of registrations were received from females while just 19.6% of registrations were received from males.

The table which follows shows attendance statistics by Employment Status.

<table>
<thead>
<tr>
<th>PCN by Employment Status</th>
<th>Full Time (XX1)</th>
<th>Part Time (XX4)</th>
<th>Limited (XX3)</th>
<th>Temporary (XX7)</th>
<th>Casual (XX6)</th>
<th>Non-JHU</th>
<th>Blank</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management &amp; Staff Development</td>
<td>3,667</td>
<td>17</td>
<td>2</td>
<td>11</td>
<td>8</td>
<td>24</td>
<td>12</td>
<td>3,741</td>
</tr>
<tr>
<td>*FAT</td>
<td>4,002</td>
<td>35</td>
<td>0</td>
<td>26</td>
<td>21</td>
<td>24</td>
<td>0</td>
<td>4,108</td>
</tr>
<tr>
<td>*IT</td>
<td>1,818</td>
<td>21</td>
<td>0</td>
<td>6</td>
<td>4</td>
<td>35</td>
<td>0</td>
<td>1,884</td>
</tr>
<tr>
<td>Faculty Development</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Coding Training</td>
<td>165</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>23</td>
<td>0</td>
<td>188</td>
<td></td>
</tr>
<tr>
<td>Technical Workshops</td>
<td>178</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>185</td>
</tr>
<tr>
<td>Leadership Development</td>
<td>124</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>131</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>9,954</td>
<td>75</td>
<td>2</td>
<td>46</td>
<td>33</td>
<td>108</td>
<td>19</td>
<td>10,237</td>
</tr>
</tbody>
</table>

* Combine to make up Financial and Information Technology Training
When all participation is tallied together, 97.2% of participants were full-time employees while just .007% were part-time. The remaining 2.8% of participants very likely paid to attend training. For example, the 11 participants who attended Technical Workshops were Postdoctoral Fellows or students who paid to attend this program.

The table which follows shows attendance statistics by PCN Category Counts.

<table>
<thead>
<tr>
<th>PCN by Category Counts</th>
<th>Faculty</th>
<th>Officers / Deans</th>
<th>Senior Staff</th>
<th>Exempt Support Staff</th>
<th>Students</th>
<th>Non-Exempt Office</th>
<th>Non-Exempt Technical</th>
<th>Bargain Unit</th>
<th>Retirees</th>
<th>Non-JHU</th>
<th>Blank</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management and Staff Development</td>
<td>50</td>
<td>21</td>
<td>1,266</td>
<td>1,430</td>
<td>9</td>
<td>651</td>
<td>264</td>
<td>14</td>
<td>1</td>
<td>24</td>
<td>11</td>
<td>3,741</td>
</tr>
<tr>
<td>*FAT</td>
<td>40</td>
<td>0</td>
<td>683</td>
<td>2,106</td>
<td>29</td>
<td>1,023</td>
<td>195</td>
<td>0</td>
<td>8</td>
<td>24</td>
<td>0</td>
<td>4,108</td>
</tr>
<tr>
<td>*IT Faculty Development</td>
<td>25</td>
<td>1</td>
<td>452</td>
<td>962</td>
<td>13</td>
<td>316</td>
<td>77</td>
<td>3</td>
<td>0</td>
<td>35</td>
<td>0</td>
<td>1,884</td>
</tr>
<tr>
<td>Coding Training Technical Workshops Leadership Development</td>
<td>2</td>
<td>0</td>
<td>15</td>
<td>53</td>
<td>0</td>
<td>89</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>23</td>
<td>0</td>
<td>188</td>
</tr>
<tr>
<td>21</td>
<td>0</td>
<td>3</td>
<td>43</td>
<td>35</td>
<td>0</td>
<td>81</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>185</td>
<td></td>
</tr>
<tr>
<td>**TOTALS</td>
<td>64</td>
<td>13</td>
<td>47</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>131</td>
</tr>
</tbody>
</table>

* Combine to make up Financial and Information Technology Training

When all participation is tallied together, 44.8% of participants were exempt support staff, 24% were senior staff, 20.3% were nonexempt office staff, 6.1% were nonexempt technical staff. Faculty who attended course work outside of the faculty development program totaled just 2% of all participation.

The table which follows provides an analysis of participation across the last four years.

<table>
<thead>
<tr>
<th>PCN by Employment Status</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
<th>FY03</th>
</tr>
</thead>
<tbody>
<tr>
<td>*FAT</td>
<td>2,733</td>
<td>2,068</td>
<td>2,737</td>
<td>1,925</td>
</tr>
<tr>
<td>*eCourses</td>
<td>1,836</td>
<td>2,183</td>
<td>1,836</td>
<td>2,183</td>
</tr>
<tr>
<td>*IT</td>
<td>1,250</td>
<td>1,881</td>
<td>1,250</td>
<td>1,881</td>
</tr>
<tr>
<td>**Management &amp; Staff Development</td>
<td>3,322</td>
<td>4,153</td>
<td>2,723</td>
<td>3,723</td>
</tr>
<tr>
<td>**Coding Training</td>
<td>181</td>
<td>188</td>
<td>181</td>
<td>188</td>
</tr>
<tr>
<td>**Technical Workshops</td>
<td>186</td>
<td>185</td>
<td>186</td>
<td>185</td>
</tr>
<tr>
<td>**Leadership Development</td>
<td>146</td>
<td>149</td>
<td>146</td>
<td>149</td>
</tr>
<tr>
<td>**TOTALS</td>
<td>6,055</td>
<td>6,221</td>
<td>9,059</td>
<td>10,234</td>
</tr>
</tbody>
</table>

*These three areas combine to make up FITT, and this data was not reported separately prior to FY02.
**Data for these 4 programs was combined prior to FY02.

This data shows that FY01 saw a 2.7% increase in participation over the previous year. FY02 saw a 45.6% increase, and FY03 saw a 13% increase across all programs.
EDUCATIONAL ASSISTANCE PLANS

TUITION REMISSION PLAN

Status of Goals for FY03

- Continue highlighting the need for a new Tuition Remission system. Towards this goal, the following has happened. The director and EAP manager met with HITS Judy Kilpatrick and Alice Brainerd among others to discuss the possibility of their units developing new systems to support the Tuition Remission and Tuition Grant programs.
  - After two meetings, T&E was told that HITS is unable to take on any development projects for T&E because of their commitment to the ongoing ERP project.
  - HITS provided the name of a student who may be able to help sustain the current DOS based systems.
  - The expectation is that the ERP will incorporate tuition program functionality, which Training and Education will be able to use.
- Complete summer/fall database by February. A staff shortage rendered this goal unachievable.
- Revise the pink professional development form to eliminate the supervisor’s social security number field. The revision completed in early July 2003 was in response to the Vice President of Human Resource’s request.
- Continue monitoring employee and dependent spending ensuring that cases of overspent tuition remission are caught and reversed as early as possible. By Law (Section 127) employee spending is limited to $5,250; the university allows employees’ family members to use remission within the limit of the $5,250. This task also was facilitated by the academic divisions who closely monitored and capped employee spending at $5,250.

Programs Covered

Payment allowances are for part-time study only and may be used in any of the university’s academic divisions (schools), and CTY. Courses must be offered through the continuing education units of the schools; individual department offerings (i.e. Athletic Center courses and workshops) are not covered by remission.

Participation

Payments were made for 3,167 (2,627 in FY02) faculty and staff, 124, (128 in FY02) spouses and 311 (360 in FY02) dependent children. In total, the tuition remission budget covered the cost of tuition for part-time studies for 3,602 (3,115 in FY02) employees and family members. Within the faculty and staff category, there was a 20% increase in participation - a decrease of less than 1% and 14% among spouses and dependent children respectively.

Dependent children continue to be second biggest users of the Plan with the participation of spouses remaining stable.

Employees in all position categories, with the exception of the non-exempt technical staff category, participated in more non-credit courses.
Dependent children continue participating primarily in non-credit courses. One dependent child of a Bargaining unit staff member participated with a total tuition remission usage of $115.

**System (Database) Information**

- Two sources are used to compile statistics on cost and participation:
  - The DOS based desktop Tuition Remission system
    - The tuition remission system contains payments and refunds made and received for the current fall, spring and summer semesters.
    - This database does not include payments made for prior fiscal years.
  - The university’s mainframe accounting system, AINQ/CUFS.
    - Unlike the DOS based systems, AINQ captures the current fiscal year payments and refunds.

**Program Cost**

- Transactions recorded in AINQ inclusive of prior years’ payments and refunds totaled $7,241,811. The university’s mainframe accounting system is more inclusive, so this number will always be different than the DOS based system when refunds are received or a prior year’s payment has to be made. Summer payments are considered part of the prior year.
- Transactions recorded in the DOS based Tuition Remission system exclusive of prior years’ payments or refunds totaled $7,044,909.
- The largest percentage of the money was used by exempt support (4xx) staff followed by senior staff (3xx), non-exempt technical support staff (7xx) and faculty (1xx).
- Of the $7,044,909 used, $6,768,960 was credited to the student accounts of faculty and staff, $89,988 ($141,266 in FY02) on spouses, and $185,961 ($190,451 in FY02).
- The ratio of spending for employees, spouses and dependent children was 96:1:3. The breakdown of usage remains fairly consistent. Last year’s ratio was 94:2:4.
- Forty-six percent of remission dollars continue to support graduate studies; 29% supported undergraduate studies; 21% supported non-credit professional development studies taken only by employees and three percent supported personal enrichment studies.
- In total, the greatest percentage of remission dollars is spent on SPSBE’s credit and non-credit courses.
- Slightly more dollars are spent on Arts and Sciences and Engineering graduate courses than on SPSBE’s graduate courses. This trend may be related to tuition costs.
- The academic divisions receiving the greatest percentage of the funds: SPSBE at 40% and Arts & Sciences at 23% followed by Bloomberg School of Hygiene and the School of Medicine with 15% and 14% respectively.

**Departmental Charges**

Department charges were significantly lower in FY03 resulting in a total of less than $5,000 for both the Schools of Medicine and Professional Studies in Business and Education.
Observations

- The cost to fund the tuition remission program continues to increase.
- Charges to departments for employees who register for courses but failed to attend or cancel from the course are likely to continue decreasing. The offices involved in the Tuition Remission Plan have been instrumental in assisting T&E in educating employees about the rules that govern the program.
- The problem T&E has experienced with the Benefits Service Centers and divisional Human Resources offices processing incomplete tuition remission and professional development forms is improving.
- A more accurate back-up schedule for the tuition remission data collected by the Centers and HR Offices has to be developed to ensure that Training & Education receives the necessary data in a timely fashion. The T&E Program Assistant had to data enter more than 2/3 the database which represents information already collected by the Benefits Service Center and divisional Human Resources Offices.

Goals for FY 04

- To perform the calendar year audit by early March.
- To ensure that family spending is limited to $5,250 per calendar year and that individual dependent spending is also consistent with policy.

Tuition Grant Plan

Status of Goals for FY03:

- To return to the old way of entering tuition grant plan applications through DOS based menu system rather than through Paradox.

  Because of time constraints, the account assistant continued to update and modify the tuition grant database through Paradox to ensure that grant award notices were received by the colleges and universities in an acceptable time frame. The prior year’s tuition grant database was not emptied; instead old information (e.g. dependent children no longer participating) was deleted and new information (formerly participating dependent children going to different colleges and dependents new to the Tuition Grant Plan) added through Paradox.

- Devote more time to working with the HITS staff to ascertain next steps for improving/modifying the current DOS based tuition systems.

  The director and EAP manager met with HITS Judy Kilpatrick and Alice Brainerd among others to discuss the possibility of their units developing new systems to support the Tuition Remission and Tuition Grant programs. After two meetings, T&E was finally told that HITS could not take on any development projects for T&E because of their commitment to the ongoing ERP project. However, HITS provided the name of a student who may be able to support and maintain the current DOS based systems. The expectation now is that ERP will incorporate tuition program elements on Training and Education will be able to capitalize.

- To look for ways to better ensure that fall payments are made by August since most colleges require fall payment during that month.
Because the database resides on a desktop computer, it can be accessed by just one person at a time. Until the system can be modified or networked to allow for multiple users, the goal of making fall payments by August may not be achieved. More than half the tuition grant plan applications are received by the end of July. However, less than half the fall payments are generated by the end of August.

- To ensure that departments providing a tuition grant benefit for employees not eligible for the university’s Tuition Grant Plan understand Training and Education’s limited role in the administration of their department program. Additionally, to ensure that the Tax Office is provided with the names of employees awarded department grant, as the benefit is taxable when provided by the department.

This was less problematic in FY03; throughout all of FY03, staff had to respond to less than five calls from administrators seeking information and guidance. However, going forward, more time needs to be spent ensuring that the Tax Office is provided with the appropriate information.

Programs Covered

The Tuition Grant Plan covers a portion of the cost of full-time undergraduate tuition and universal mandatory academic fees for dependent children of full-time university faculty and staff with at least two consecutive years of full-time employment. To qualify as a “dependent child” the child must: 1) be a US citizen (resident alien or resident of Canada or Mexico); 2) not file a joint return if married; 3) be a blood descendent of the first degree, or legally adopted or a stepchild; 4) receive from the employee over half of this total support for the calendar year, and 5) must be under 19 years old or if between the ages of 19 to 24, be a full-time student. Dependent children who are 25 may also participate if they have limited earnings as defined by the IRS.

Dependent children of retirees and dependent children of same sex domestic partners may also participate in the Plan. However, employees with same sex domestic partners are required to file a JHU Affidavit of Marriage/Same-Sex Domestic Partnership with the Office of Benefits Administration prior to submitting a completed tuition grant application. Employees are advised that they will be taxed on payments made on behalf of the dependent children of their same sex domestic partners.

The maximum payment allowance is 50% of the cost of Hopkins' freshman undergraduate tuition. Room and board, part-time and graduate study are not eligible under the program. Optional fees are also not eligible. Dependents may attend any degree-granting, accredited institution, however, participation in the program is limited to four years (8 semesters/12 trimesters) of full-time undergraduate study per dependent child.

Participation

Students
- 1,021 students participated during fall 02 semester;
- 992 participated in during spring 03 semester.

Staff
- 929 employees and spouses (872 and 57) participated in the Tuition Grant Plan during the spring 03 semester
• 951 employees and spouses (894 and 57) participated during fall 02.
• 55 families received 100% tuition grant support (up to JHU’s full-time undergraduate tuition). Of the fifty-five dual participating families:
  o 21 included two faculty members (1xx);
  o 41 included at least one faculty member; another
  o 21 included one senior staff member (3xx); while
  o 4 included one technical person

In terms of participation, faculty and administrative officers and deans continue to outnumber all other categories of PCNs representing more than 34% of the total.

Students
A total of 1,021 dependent children (992 during spring 03) attended colleges across and outside the United States. Dependent children of faculty and administrative officers continue to out number dependents of other PCN categories, representing 33%.

System (Database) Information
• Two sources are used to compile statistics on cost and participation:
  o The DOS based desktop Tuition Grant system
    ▪ The tuition grant system contains payments and refunds made and received for the current fall, spring and summer semesters
    ▪ Does not include payments made for prior fiscal years.
  o The university’s mainframe accounting system, AINQ/CUFS.
    ▪ Unlike the DOS based systems, AINQ captures the current fiscal year payments and refunds.

Program Cost
• Transactions recorded in AINQ inclusive of prior years’ payments and refunds totaled $8,525,620 ($7,369,381 in FY02).
• Transactions recorded in the DOS based Tuition Grant system exclusive of prior years’ payments or refunds totaled $8,305,491 ($7,320,095).
• The largest percentage of the money was used by the dependent children of faculty members (3.8 million) followed by dependent children of senior staff (2 million and exempt support staff).

Observations
• The cost of the program has grown steadily and is likely to continue growing in the near future. The rising cost is attributable to rising tuition and mandatory academic fee costs which can be more than $2,000 for certain colleges and universities.
• The need for an enhanced windows based system remains. While more than 90% of the completed tuition grant plan applications are received by July 2003, check requisitions for less than half those applications are generated by late August. A more modern system that allows for multiple users would drastically improve the processing rate.
• The process of affirming an employee’s date and length of employment with the JHU needs refining. There seems to be no one person that this office can rely on for this
information. Given that university employees can now count their time as hospital employees toward JHU benefits, this is critical information.

Goals for FY04

- To enter the information on the tuition grant plan application through the DOS based menu system rather than through Paradox to better ensure data integrity. Entering information through the menu ensures it ensures that the common fields in both the stu and emp files (database files that comprise the system) are updated simultaneously at the moment information is data entered.
- To develop a contact for hospital information for hospital transfers (employees who transfer from the hospital).
- To continue ensuring that departments providing a version of a tuition grant program understand that T&E can have no administrative involvement in their program.
- To continue notifying the Tax Office when we learn that an employee has received a department tuition grant for their dependent children or tuition assistance for themselves.

TUITION REIMBURSEMENT

Status of Goals for FY03

- To revise the applications to ensure that it is consistent with policy.
  - While the applications have been revised, employees eligible for the program are continuing to use the old application.
- To have participants reimbursed within 4 weeks of receiving proof of their successful completion of a particular course.
  - Check requisitions were processed within a week of receiving the documentation from employees.

Plans Offered in FY03

The Tuition Reimbursement Plan consists of a plan for Bargaining Unit Staff and a plan for Faculty and Staff who live and work in Outlying Areas. The plan for Bargaining Unit Staff provides $500 per calendar year for credit courses and non-credit courses (not available at JHU) that are successfully completed by the employee. The plan for faculty and staff who live and work outside the Baltimore and Washington metropolitan areas, replaces the Tuition Remission Plan for these employees.

As with the Tuition Remission plan, the Reimbursement Plan has a limit of $5,250 per calendar year for successfully completed credit courses. Unlike the Tuition Remission Plan, however, the Reimbursement Plan for faculty and staff in outlying areas is not available for non-credit courses or for family members.
Participation

- While participation in the Plan continues to be nominal, there were significant more participants (17) than in the previous year, during which fewer than 10 employees became involved. These employees were all involved in credit courses.
- Participants matriculated in more graduate than undergraduate courses.

Costs and Cost-Effectiveness

- The cost of the both plans was $33,531.
- Payments ranged from $300 to $2,040 per class.
- Fewer than 20% of the participants received the maximum reimbursement allowable, $5,250.

Observations

- While participation and spending continue to be low, both participation and the cost increased for FY03.
- The Tuition Reimbursement Plan applications are not available on line. The process of acquiring and submitting an application could be made easier for employees if the application were accessible through the Internet.

Goals for FY04

Goals for the upcoming year will be:

- To ensure that employees who previously participated in the Tuition Reimbursement Plan have copies of the current application if they plan to participate in the Program during fiscal year 04.
- To have participants reimbursed within 4 weeks of receiving proof of their successful completion of a particular course.

Staff Development Remission

Status of Goals for FY03

- Foster an in depth understanding of policy and procedures among JHU employees. This goal remains ongoing. Staff continue to make themselves available to employees (callers and walk-ins) with questions. Additionally, a substantial amount of effort was put into updating the web pages to provide complete information. This will allow employees more flexibility in obtaining information about the educational assistance programs.
- Ensure that tuition costs for the Management and Staff Development and Administrative Policy courses are charged to the appropriate budget. Tuition costs for the Administrative Programs (Financial Administrative Training and Laboratory Training) were charged to the discretionary budget established in FY02. While tuition costs for the Management and Staff Development Program continued to be charged to the service account.
- To ensure that the EAP budget is appropriately allocated to cover training program costs.
With the FY02 surplus of more than $426,000, the Management and Staff Development program was able to cover its FY03 cost of $1,062,725 requiring less than $700,000.

An additional allocation had to be made for the FITT program. Increasing the allocation for FITT was made possible in part because of the $426,000 MSD surplus.

**Programs Covered**

- The Staff Development Remission budget (9000-Z02-0039-0200) funded three major training programs via three service accounts:
  - **Financial and Information Technology Training Programs** (just the information technology related portion)
  - **Management and Staff Development Program** (training for support staff, supervisors, and managers)
  - **Leadership Development Program** (training for senior staff and faculty leaders)

**Costs and Cost-Effectiveness**

- Approximately $1,728,717 ($1,406,942 in FY 02) was charged to Staff Development Remission for the FITT, Leadership and MSD training workshops.

**Financial and Information Technology Training Programs**

- The cost charged to the Staff Development Remission budget for the FITT program was $826,581. This figure represents an increase of more than 15.5% over FY02’s cost of $715,375.

**Management and Staff Development Program**

- While operating costs for the Management and Staff Development Program totaled $1,062,725, staff development remission charges for this program were less than $662,000. FY03’s costs were offset by the FY02’s surplus of $426,013.

**Leadership Development Program**

- While estimated at a little over $186,000, the charges to the Staff Development Remission budget for this program totaled more than $240,000. Prior to FY03, the cost of this program was included with the Management and Staff Development Program costs.

A four-year analysis of cost and participation across the two program areas follow.

<table>
<thead>
<tr>
<th>Program</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
<th>FY03</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAT (APT)</td>
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<td>$196,225</td>
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<tr>
<td>FITT</td>
<td>$325,910</td>
<td>$404,206</td>
<td>$715,375</td>
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<tr>
<td>MSD</td>
<td>$969,695</td>
<td>$806,511</td>
<td>$1,424,516</td>
<td>$661,372</td>
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<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$1,499,735</strong></td>
<td><strong>$1,406,942</strong></td>
<td><strong>$2,139,891</strong></td>
<td><strong>$1,728,717</strong></td>
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</table>
Departmental Charges

- Department and other charges (recorded separately in object codes 4991, 4992, etc.) for the Management and Staff Development program totaled $47,125. This figure represents less than 5% of the total cost to operate the program.
  - University department budgets were charged $40,650 for JHU employees who registered for Management and Staff Development workshops but failed to attend or cancel per policy guidelines.
  - The balance of the $6,475 was income collected for interactive multimedia training, Howard Hughes employees who paid with a check, casual, temporary, and limited employees who paid with a check or university budget number and non-JHU full-time employees who paid with a university budget number.

<table>
<thead>
<tr>
<th>Program</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
<th>FY03</th>
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<tbody>
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<td>$11,676</td>
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<tr>
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<td>No Show</td>
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<td>$59,495</td>
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<td>$40,650</td>
</tr>
</tbody>
</table>

Observations

- Funding the training programs through Staff Development Remission seems to be a cost-effective way for the university to provide educational opportunities for its faculty and employees while covering some of the costs. Course rates are set on a break-even basis. Profits are not factored into projected costs, so the cost of the program is kept to a minimum.
- The policy of charging department budgets for employees who registered for courses, but fail to attend or cancel with the required five days’ notice continues to offset some of the cost that would otherwise be charged to the staff development remission budget.
- Some employees continue to show up late for a class and/or leave early, (before the class is over). Recent procedural changes regarding latecomers may lead to an elimination of this problem. Instructors have been told they may turn away participants who arrive after a session has begun.

Goals for FY04

- Foster an in depth understanding of policy and procedures among JHU employees.
- Ensure that tuition costs for the Management and Staff Development and Administrative Policy courses are charged to the appropriate budgets.
- Allocate sufficient dollars to the training programs’ costs.