

Professional Development Design Team

Recommendations and Responses

Professional Development Program Recommendations

1. New Title

- a) MVCC's Enrichment Program for All-College Employees Enrichment Program for ACEs
- b) All-College Employee Enrichment (ACEE) at MVCC
- c) something else?

Actions – No formal title was adopted, but the term professional development was replaced with employee enrichment, including the professional development council being renamed employee enrichment council.

2. January kick-off for all-College employees

- a) Wednesday 1/16 in afternoon and Thursday 1/17 in morning
- b) Frank Pastizzo, motivational speaker
- c) short survey of needs assessment ie: what does each employee need? what does their supervisor need? supervisors, what does your department need?

Actions – A January kickoff for all-College employees was held in January 2008 with motivational speaker, Frank Pastizzo, as the plenary speaker. The professional development design team conducted an assessment of training needs from all employees in attendance to guide future thinking regarding employee enrichment. Since then, January and August Institutes have been developed and conducted on an annual basis, with plenary presentations focused primarily on teaching and learning issues.

3. February-March workshops regarding Middle States

- a) coordinated by Cynthia Busic-Snyder and Andrew Glidden
- a) 2-3 hours long, offered at 25 different time slots
- b) develop core values

Actions – 25 two-hour workshops were held during February and March of 2008 and co-facilitated by a team of 22 facilitators. More than 90% of all full-time employees attended a workshop that provided a review of the accreditation process; preparation for the upcoming Middle States visit; and discussions and activities that led to the update of the vision and mission statements and the creation of a core values statement. Since then, October and March Institutes have been developed and conducted on an annual basis, with sessions focusing primarily on service leadership, performance assessment and other key non-academic issues.

4. May (typical Summer Institute time)

- a) 2 sessions each in the morning and afternoon for 2 days
- b) planning will be done based on results of January survey
- c) workshops involving information sharing

Actions – The Summer Institute was continued with 2 sessions in the morning and afternoon over two days with workshops based on the results of the January survey, input from engaged employees, and direction from various institutional planning topics and priorities.

5. 12 contact hours required annually of all full-time employees (including the President) during the course of their normal work day

- a) 6 hours related to job and professional responsibilities and 6 hours related to exploration
- b) these hours encompass self-study, presentations, and improvement and there should be a minimum of hours to be completed on-campus
- c) attending workshops would count for 1 hour per hour of workshop and scale credit would be given for attending conferences and giving presentations
- d) work with CCED and other groups within the College to coordinate and organize workshops

Actions – After discussion with the design team, the decision was made to go with a voluntary employee enrichment program versus mandatory. The philosophy of this approach was that if quality offerings are provided, we will get that much closer to 100% full engagement versus the long-term resistance that would likely come from implementing a mandatory program.

6. Travel budget maintained in the new program

- a) written report submitted after funded travel

Actions – The former primary role of the professional development committee was to oversee and approve a pot of money that was awarded for travel requests – primarily for faculty. This money was allocated with little coordination or context to the request and priorities of the institution – often awarded to the same people year after year. With no context, there was little reason to say no and requests were approved as they were received – with periodic overspending occurring. The pot of money was reallocated to individual department cost centers along with significant additional dollars added to the overall travel budget and requests were handled by the immediate supervisor and appropriate Vice President. The committee’s role was refocused toward overseeing the new comprehensive enrichment program.

7. Composition of Committee and Coordination of Program

- a) the Committee will need additional representation ie: security, facilities, and secretarial staff - maximum of 15 members
- b) Committee serves as an advisory board to director(s), faculty and/or staff member with release time
- c) program has office and support staff

Actions – The professional development committee was renamed and rechartered as the Employee Enrichment Council with expanded representation from additional areas of the College. The Executive Assistant to the President position was replaced by a new position, the Executive Director of Organizational Development, with primary responsibility for providing administrative leadership and coordination for a comprehensive employee enrichment program. The Secretary to the President provides administrative support for the implementation of the program. A full-time faculty member was provided release time to assist in the development and implementation of the enrichment program that quickly evolved into a series of enrichment institutes – building off the Summer Institute model – held in August, October, January, March, and May.