

**SUGGESTED GUIDELINES
FOR THE COLLEGE'S CLASSIFIED/CONFIDENTIAL STAFF
PROFESSIONAL DEVELOPMENT PROGRAM
FINAL REPORT**

OVERVIEW OF PROJECT PROPOSAL/GOALS

This Leadership Project evolved after the recently negotiated Classified/Confidential Employees' Contract addressed the issue of Classified/Confidential Staff Development. Through the Contract the College has made a commitment to a more comprehensive staff development program for employee job enrichment that will lead to additional support for students, faculty, administrators, and the entire College community. The Project helped to define the Staff Development Program at the College for the Classified/Confidential Employees.

Through this Project we attempted to clarify how the College's Staff Development Program will enhance Classified/Confidential employees' professional careers at the College. The topics of our Project have been addressed by previous College committees. The Professional Development Subcommittee's Report to the Technology Coordinating Committee and the Report to the President's Cabinet on Strategic Principle 3, Objective E of the College's Strategic Plan submitted by the Ad hoc Strategic Plan-Strategic Principle #3 Committee, May 2001, both address issues that our Project researched. In addition, the Strategic Plan Progress Report addresses the accomplishments of the various ad hoc professional development committees that have been organized to address the specific initiatives and activities recommended in Strategic Principle 3, Strategic Objective E.

To assist with establishing a successful Staff Development Program that benefits Classified/Confidential Employees, Faculty, Administrators, and students, it was essential to obtain as much information as possible about successful organizational and staff development programs. The participants in this Project researched organizational and staff development programs at community colleges nationwide, identified exemplary organizational and staff development programs, and identified specific aspects of these programs to include in an ideal Staff Development Program at the College.

As Dr. Curtis has stated in his Vision Statement, "As the College evolves, we must envision the programs and services that will meet the changing needs of our community." Through this Project we attempted to assist the College in developing a successful Staff Development Program that meets the needs of the College community, particularly the Classified/Confidential staff, which is fundamental to achieving the College's mission.

STEPS TAKEN TO COMPLETE PROJECT

The participants of this Project met with the following College personnel to discuss proposed initiatives and existing plans and programs for staff professional development:

- Simon Brown, Affirmative Action Director
- Jody Bauer, Acting Chief Information Officer, ITS
- Julie Simmons, Training Coordinator, ITS
- Gary Grissom, Web Page Developer and Classified/Confidential Union Representative
- Jack Muraskin, Executive Assistant to the President for Human Resources

The Project participants also accomplished the following tasks while working on this Project:

- Researched professional development programs at community colleges across the nation.
- Researched journals/periodicals for guidelines/examples for implementing, achieving, and maintaining successful professional development programs.
- Initiated discussions regarding the creation of a College staff development web page; these discussions are still taking place.
- Submitted a Community College of Philadelphia Foundation mini-grant program application with a proposal that was not approved.

NEXT STEPS AND LONG-TERM GOALS

When considering what the College’s Classified/Confidential Professional Development Program should include, we suggest that the College review exemplary programs. Community colleges across the nation were researched to identify existing comprehensive staff development programs. The College should determine the feasibility of incorporating some aspects of these programs when establishing the College’s program. Colleges with comprehensive staff development programs that we recommend for review follow:

COLLEGE	STATE
Allan Hancock College	California
Brevard Community College	Florida
Bristol Community College	Massachusetts
Broward Community College	Florida
Cabrillo Community College	California
Central Florida Community College	Florida
Coast Community College District	California
Community College of Allegheny County	Pennsylvania
Community College of Baltimore County	Maryland
Corning Community College	New York
Edmonds Community College	Washington
Grand Rapids Community College	Michigan
Howard Community College	Maryland
Kirkwood Community College	Iowa
Miami-Dade Community College	Florida
Salt Lake Community College	Utah
St. Louis Community College	Missouri

In addition to supporting and encouraging the professional development of the College’s Classified/Confidential employees, the long-term goals of this project include ensuring that the College’s staff:

- provide quality service to the College community.
- participate in continuing their training and education at the College.
- continue their professional development by joining and participating in professional organizations, workshops, and seminars.
- increase their desire for personal growth.
- improve and apply their knowledge of new technology
- increase their professional responsibilities.

Many College administrators and staff have responsibility for implementing pieces of the staff professional development program. We recommend that the College prepare a handbook for the Classified/Confidential staff that includes clear contract language and responses from the December 2002 staff survey. This information should be available to the College community online at the proposed staff development web page.

WHAT WAS LEARNED

Participation in completing this project has taught me many things. Primarily, I have learned that there is much to consider when designing, implementing and evaluating a professional development program for a large, unionized staff. Input is needed from all levels and should be solicited. A program must be designed to offer a wide-range of training. Obviously, it should include workshops and seminars on topics directly related to an employees' job responsibilities, but it should also include workshops and seminars that will positively affect or enhance an employee's personal life. In terms of training, employees should have a clear understanding of what is expected of them and what is available to them. They should have resource material that provides information on offerings and how to participate.

Preliminary, as well as continual, data collection is also very important in making informed decisions on how to design, implement and evaluate training. The result of a team effort in creating a comprehensive staff development program will be more efficient and effective employees, providing quality service to the College community as well as enriching their personal lives through self-growth. This can only be seen as a positive and hopefully will also increase employee morale.- **Brandee Allen**

One of the most rewarding aspects of participating in the Leadership Institute has been the opportunity to collaborate with College faculty and staff on projects outside of our usual responsibilities. Our team project provided me with an overview of how the College's "system" works.

When we met with three of Pennsylvania's community college presidents, all of them, at some time during their presentations, referred to "systems" thinking. They recommended looking at the "whole" college. This is one of the many reasons that they are leaders at their institutions—they are leaders who see the "big" picture and how each decision that is made affects the entire institution. When Dr. Curtis introduced the presidents, he reminded us that Pennsylvania had 14 autonomous community colleges even though the State had a system of higher education. He emphasized that the Pennsylvania community colleges' presidents were working together to change legislation. This reinforces that they are reviewing and seeking to change the State's "system" of higher education; thinking beyond their own community college to solidify the State's community colleges.

Dr. Boggs confirmed the leadership skills of these presidents. However, he also identified additional leadership skills necessary for community college leaders and presented the rewards of leadership. One of the leadership skills that Dr. Boggs identified that I found particularly helpful with this project was a "high tolerance for ambiguity."

Personally and professionally, the selection of Leadership is an Art as recommended reading for the Leadership Institute was very beneficial. The book affirmed my belief in who I am, what I do, and my future at the College. - **Marian McGorry**

ASSESSMENT RESULTS/PLANS FOR ASSESSMENT

Because the College is in the process of establishing a staff professional development program, decisions still need to be made regarding what training employees will receive or what training they want. If the College

determines that more employees are participating in College training opportunities and incorporating the training into their daily work and personal lives, then the program should be considered a success. Presently, Information Technology Systems is in the process of identifying methods for assessing employees' software knowledge to assess accurately employees' computer/software skills.

This Leadership Institute Team continues to offer our support and service to any area of the College that requires assistance in their efforts to design, implement and evaluate the new Classified/Confidential Professional Development Program. We know that the Program is still in the preliminary stages and is an ongoing effort with many details to be considered if the program is to be successful.