

PROFESSIONAL DEVELOPMENT ACTION PROJECT TEAM
2007 ANNUAL UPDATE [w/ REVIEWER COMMENTS* – 9/24/07]

[A]. Describe the past year's accomplishments and the current status of this Action Project.

Describe concrete achievements: meetings, data gathered and analyzed, plans made or implemented, changes in processes, and measured results. If you haven't made much progress, explain why you think things are moving slower than planned.

The Professional Development Team has spent a great deal of time trying to utilize the CQI training provided by Carol Tyler in September 2006 to plan its work. To date, the Team has:

- Defined stakeholders, boundaries and resources
- Developed a template to capture documentation of current PD activities Clarified the roles of Sponsor, Team Leader, Member, and Facilitator
- Attempted to compile a 3-year history for documentation of activities Identified sources of relevant data on current situation
- Discussed a survey design to further document current PD activities
- Agreed to invite an outside facilitator to help move the Team forward
- Agreed that larger blocks of time must be reserved for meetings Completed visits to other colleges (both area institutions and a number of schools in the Kansas City MO and KS metro area)
- Brainstormed listing/inventory of professional development activities that are supported

Review (09-24-07):

Although a lot of baseline data has been collected and data have been collected on best practices, little progress toward developing plans and implementing them has taken place in the year since the project was chartered. A thorough understanding of the current state of issue is essential but at some point there needs to be a commitment to go past the data collection phase.

[B]. Describe how the institution involved people in work on this Action Project.

AQIP wants Information about motivation and communication: how you kept this Project on the institution's priority list, how you maintained general awareness of the importance and progress of the Project, and how you kept those working on it directly active and motivated.

The Professional Development Team has worked to involve college employees from academic areas, as well as other non-academic areas of the college such as facilities, etc. Specifically, the Team has:

- Added representation from Student Services. When originally formed, this team had no representation from the student services area. The Administrative Assistant to the Executive Dean of Student Services added as a team member.

- Developed a rich body of web-based resources on the team's work processes, including meeting minutes, agendas, resources from other institutions, etc. on the central AQIP web site; demonstrations of these web-based resources to internal college groups including supervisors, managers, etc.

Review (09-24-07):

Adding a representative from a key area seems to be a wise choice. Most projects need widespread involvement to achieve success either during the project itself or to make the changes sustainable in the future.

[C]. Describe your planned next steps for this Action Project.

Be specific about the next critical steps you are planning to move the Action Project ahead. If your planning is vague or there is no planning at this point, explain why.

All MCC Action Projects periodically rate their progress along the seven CQI steps. The Professional Development Team is currently at Step 2, Define Current Situation. Upcoming planned steps include:

- Complete visits to other institutions and report best practices to the team Create inventory of non-faculty professional development activities
- Support the team's discussion of appropriate data-related activity (i.e. the selection of measurement to indicate growth, change, improvement, etc.)

Review (09-24-07):

It appears that the project is well grounded in the continuous quality improvement principles and has a good framework for taking the next step in developing plans for change and implementing those plans. Perhaps a timeline could be considered for adoption by the team members in order to get the project past the data collection phase.

[D]. Describe any "effective practice(s)" that resulted from your work on this Action Project.

Share practices (or processes, policies, procedures, or initiatives) that could be adopted or adapted at other institutions. AQIP is most interested in practices that would give value (better educational services, cost-savings, improved morale, more satisfied stakeholders, etc.) to another institution if they copied your innovation. If you believe that your work on this Project has little or no value for other institutions, explain why.

While the team has utilized a number of effective processes to begin its work (including a productive retreat with an external facilitator), no practices or procedures have resulted from the team's work thus far.

Review (09-24-07):

One effective practice appears to be the use of CQI principles in the process of change. Acknowledging this could be helpful for future projects at the College.

[E]. What challenges, if any, are you still facing in regards to this Action Project?

This is an opportunity to get constructive, actionable feedback and advice from our review process. Use this question to specify where your blocks, gaps, sticking points, or problems are. If you have already fashioned strategies to deal with any challenge you face, share both the challenge and your strategy for meeting it.

For a variety of reasons, the Professional Development Team has struggled to progress beyond Step 2. Many of these are simple attendance and meeting issues, but Team leaders have identified some larger challenges as well:

- Regular attendance by team leaders and members Greater sense of AP as an institutional priority
- Developing a shared vision of the purpose of the AP as defined in the goal statement
- Restructuring of Faculty PD function in Academic Affairs has a potential impact Consultation with AQIP Coordinator about progress or lack thereof
- Having 4 team leaders created a sense of confusion and resulted in a lack of direction in the early stages of the team's work

Review (09-24-07):

Most Colleges need a 'champion' for the AQIP process whose role is to encourage and support the work of the teams. Making use of the AQIP Coordinator or other sources may help to move this project from phase 2 to phase 3 of the process. Learning that shared responsibility by 4 team leaders leads to confusion is in itself an enlightening finding and changes in assigning leadership responsibilities may make this project and future projects go smoother.

*typos appeared in the original; intentionally left uncorrected.