

AQIP Professional Development Team Retreat December 5, 2007

Present: Jennifer McDonald, Larry Koehler, Gail Ives, Steve Robinson, Bill Reich, Randy Schapel, Sherry Bradish, Dolores Sharpe, Brenda Phillips, Terry Travis, Helen Burnstad (facilitator)

A. Lessons learned

1. My perception of what professional development includes or should include is not necessarily consistent with the perceptions of my colleagues. How does personal development fit in?
2. Many other institutions have well-established programs in place and these programs encompass the idea of professional development for all. All established programs are focused on the organization and not only in one area or with one group.
3. It's important to follow the process because it's so easy to get off track or become bogged down or overwhelmed by the mission, or even the data.
4. There is no one right or best model. All schools customize to meet their needs and programs evolve. We can take elements from several to support MCC faculty and staff.
5. Professional development is more than training in the traditional/technical sense. It may not even include it in other than a supportive role.
6. Sometimes it takes someone "outside the fence" to get a group past a log jam. We got stuck and needed an outsider to focus us.
7. We all have preconceived notions of what professional development is. It is flexible and we are not boxed in to one idea or framework. Must be dynamic!
8. The structural or physical location of a professional development effort is not important. Coordination of effort and buy-in from the top is.
9. Mott is still in the beginning stages of practicing the AQIP team model. This team has gone through growing pains, but now seems to have gained traction and progress. This type of team gives us an interesting method to work across the College to accomplish new initiatives.
10. The experience started out somewhat frustrating because I don't think we defined committee member's or leader's roles very well. The scope of the project also seemed overwhelming. Site visitations and examining other programs helped make the latter concern more manageable. Leadership and other committee roles seem better defined. Most important thing is to start small and build on initial gains.

B. Report on professional development available through bargaining agreement (Steve)

1. Examples within the six (6) bargaining units and three (2) exempt groups:
 - Professional Development
 - Tuition reimbursement
 - Tuition waiver (educational grant)
 - Study leave
 - Sabbatical
2. ProTech has excellent language regarding professional development:
"The College and the Union recognize the value of highly trained professional employees who are committed to lifelong learning and are willing to shape and implement institutional change. All College employees have the responsibility to take advantage of continuing training opportunities to prepare themselves for change. The College has a responsibility to establish a climate which fosters and supports employee growth". (Article 14)

C. Report on available funding (*Dolores & Jennifer*)

1. Funds available at VP, Executive Dean, Dean/Manager level (as well as grant level)
2. No consistent formula for determining PD budget

D. Elements that should be included in proposal/recommendation to EC

1. Existing and new employees need to be orientated on Mott's philosophy of professional development and the opportunities available and how to take advantage of those opportunities. (Question: What is Mott's philosophy?)
2. A common understanding of the definition.
3. Reference Mott's strategic plan in proposal.
4. What is the communication plan
5. Strong web presence
6. System for clarifying how to identify PD opportunities within each bargaining agreement.
7. PD staff must work with employees and supervisors in highly confidential manner.
8. College must identify what it wants and needs for its future. (If future includes AQIP, they will want people who can work effectively in cross-functional teams using tools they must be taught.)
9. Employees need to determine what they want/need to do their jobs now.
10. There are different types of development: (1) personal or individual (soft skills – wellness, financial planning, time management), (2) professional (seminars and conferences, research support; innovation) and (3) organizational development – when College makes a commitment to the way they want to do business (supports and encourages cross-departmental interactions, provides new employee orientation). [The Learning College is trigger for the way they do organizational development.]
 - Will our design support those three types of development?
 - When resources are short, could there be a way to accommodate both personal and professional development.
 - Providing different types of development could be a retention tool.
11. There must be supervisory development so they know how to use the PD program.
12. Use individual development plan (IDP) and ensure that everyone knows how to use it. Must work within the confines of the organization (Union environment, institutional philosophy). Proposal should include the importance of having such a philosophy.
13. Develop system for monitoring/tracking professional development
 - Again, recommend requiring all employees to have individual development plan (IDP)
 - Strong web presence for ease of access
 - Clearinghouse kind of approach (for required/compliance training)
14. Staffing issues:
 - Full-time employee reporting to the champion (Amy)
 - Comprehensive (cross-functional) representative advisory body to the Teaching & Learning function
15. Outline project timeline to EC (recommend Fall 2008 implementation)
16. Linkages: Acknowledge that things are being done in other departments that we don't want to change, but that need to be brought into the discussion
17. Include evaluation methods. Must identify who wants to know what and why (satisfaction, outcome, numbers?) Kirkpatrick's five (5) stages:
 - Stage 1 – Employees satisfied?
 - Stage 2 – Success (training program = pre-test/post-test)
 - Stage 3 – Did it make a difference in the workplace?
 - Stage 4 – Did it make a difference to the College? (Are we meeting our strategic objectives? Are we doing a better job of serving students?)
 - Stage 5 – Return on investment?

18. Specific PD program suggestions:
 - Leadership
 - Technical training (software, equipment) and skill standards
 - Customer service
 - Legal & compliance (sexual harassment prevention)
 - Orientation to the College (processes, internal systems, navigation, types of jobs, etc)
 - How to deal with difficult people
 - Conflict resolution
 - Personal enrichment (health & wellness, financial management, social sharing)
 - AQIP processes and tools, continuous improvement, collaborative problem solving
19. Programs should incorporate:
 - Continued involvement with Quad Pod/ISDs
 - Variety of training methods and educational resources
 - Understanding that some orientation/training (especially for new hires) must be provided at the departmental level.
 - Inclusion of contractors and temporaries

E. What could/should presentation to EC look like?

1. Short, visual, linked to strategic plan/mission
2. Emphasize culture change
3. Preamble, including ProTech contract language in written documentation (and possibly verbal presentation)
4. Include how process was used
5. Executive summary with bullet points
6. Possible graphic samples
7. Ordered steps and/or general flow
8. Broad/big picture categories with specific examples
9. Action(s) they need to take should be in upper third of first page with specific things that need to be done: staff, location, plan, and method (ex: advisory counsel)
10. Trying to make better use of what is already in place.
11. Share aha! moments. There's already a lot in place; this is about moving to the next step.
12. Provision for sharing or passing on information learned.
13. Providing support for external speakers (toward organizational development). Have people come to us. Or capturing when this does happen.
14. Order of presentation:
 - What do they need to do?
 - Preamble, process, recommendation (staff, place, plan and method)
15. Get suggestions/recommendations from sponsors for presenting to EC
16. Special meeting of EC rather than regular meeting
17. Have sponsor prepare EC
18. Give EC copy of document before meeting
19. Decide who will present
20. Next steps:
 - Writing (Dolores, Jennifer, Bill) – use rest of time allocated today
 - PowerPoint and diagrams
 - Draft ready – December 19 meeting
 - Review with committee
 - Get input from champion (suggestions for addressing EC)

F. Final thoughts from facilitator:

1. There is already a lot going on in terms of professional development
2. You ask great questions
3. You've moved to thinking "big picture"
4. Conversation Day leads to implementation