

Professional Development Blueprint

Submitted by:
Professional Development Committee
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BLUEPRINT

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Committee Charge

Develop a comprehensive blueprint with Human Resources for professional development programming and resource allocation which ensures that institutional needs are met.

Sources and Acknowledgements

The Professional Development Operations and Resource Guide

The Professional Development Committee is fortunate to have the Resource Guide, most recently revised in 2004, from which to work. This guide defines the Committee's Mission, Guiding Principles, and has given form to professional development at Brookdale for many years. It remains a relevant and excellent resource for the Committee.

Dr. Burnham's White Paper for Professional Development, October 2006

Dr. Burnham's overview of professional development requires a culture of commitment by both leadership and staff and a clear philosophical foundation that "guides and informs the program and enables it to be focused and measurable." He reiterates the relevancy of various levels of professional development and acknowledges the importance of a well-resourced and productive program.

Characteristics of Excellence, Middle States Commission on Higher Education, 2006

Standards 2: Planning, Resource Allocation, and Institutional Renewal – The Committee reviewed this standard in terms of the College's willingness to improve its approach to PD. Rather than to be all things to all people, we looked at a model that narrowed our focus to better guide employee development and leadership.

Standard 3: Institutional Resources – The Committee applied this standard to its discussions regarding the use of money as well as time and opportunity for professional development. It also provided a framework for needs assessments to identify institutional priorities and themes to be supported.

Standard 5: Administration – This standard requires consideration of staff development programs, with recommendations for improvement.

Standard 10: Faculty – The obligation for professional development and orientation for adjuncts was a point of consideration to the Committee, identified in this standard.

Sources and Acknowledgements, Continued

Leadership Development Committee, Summer 2007

Prior to the development of the Professional Development Committee Charge for FY08, a small group of employees, working with Human Resources, initiated the development of a comprehensive and integrated professional development model to address an institutional need for 1) providing opportunities for the professional growth of current employees and 2) increasing leadership capacity.

The model they identified for their purposes was based on the research of the American Association of Community Colleges and Cornell University's Institute for Community College Development. In addition to the pure leadership proficiencies identified in this model, there is much in the research that suggests many of the proficiencies are relevant for positions spanning the faculty, administration, and staff.

The model identified in this presentation has been adapted from the work of this earlier committee, using the research of the two highly credible higher education organizations noted above, whose expertise in professional development is broadly recognized and well respected.

Membership: Helen Antholis, Sondra Cannon, Frank Lawrence, Laura Longo, James McCarthy, Norah McCurry, Patricia Sensi

American Association of Community Colleges, *Competencies for Community College Leaders*, 2005

The model proposed by the Committee has been adapted from the research contained in this publication and initially analyzed by the administrators who formed the Leadership Development Committee, acknowledged above. For more information, click on

<http://dbtext.aacc.nche.edu/dbtw-wpd/data/CompentenciesForLeaders.pdf>

Institute for Community College Development, *Gravitational Leadership Program*

The structure of the model and the behavior outcomes proposed by the Committee utilized the data developed as part of Cornell University ICCD's Gravitational Leadership Program. This program is based on the AACC publication, acknowledged above. For more information, click on

<http://www.ilr.cornell.edu/iccd/glp/map/index.html>

Background and Discussion

Brookdale Community College
PROFESSIONAL DEVELOPMENT
A Plan for Professional Growth
And Increased Leadership Capacity
March 2008

The FY08 Governance Charge given to the Professional Development Committee (PDC) included the following:

“Develop a comprehensive blueprint with Human Resources for professional development programming and resource allocation which ensures that institutional needs are met.”

The PDC discussed this charge at length and identified a number of structural, standard, and process changes that it believed would be required to develop a comprehensive, integrated plan. As part of this study, the committee reviewed the work of an administrative committee convened last summer by Human Resources with the goal of developing a leadership development plan that addressed an institutional need for: 1) increasing leadership capacity; and 2) providing opportunities for the professional growth of current employees. The components of the study included exploring:

Leadership Attributes*
Development Delivery Options
Outcomes
Assessment

* “Attributes,” “Competencies,” and “Proficiencies” are used interchangeably in this report as they are in the literature.

As the Leadership Development Committee explored these components, it became apparent that developing a leadership plan was complex and varied but not without frameworks and models in the community college sector adaptable to the uniqueness of Brookdale Community College. These frameworks and models would serve to define leadership at Brookdale in the context of leadership roles within community colleges. Important to the process would be the plan’s: 1) applicability to a wide variety of positions within the college community; 2) assessment of the program against prescribed outcomes; and 3) integration of appropriate recognition methods. Underlying the approach would be the intention that development occurs through both planned self-directed actions and guided-direction by managers and mentors.

What follows is a summary of the findings of the Leadership Development Committee (LDC) and how the PDC sees the relationship of the LDC work to the development of a comprehensive professional development plan for Brookdale.

I. Proficiencies within Focused Content Areas

The LDC started with the development of competencies (identified as “proficiencies” in our model) that are expected of leaders within Brookdale Community College. To inform this discussion, they looked at a number of leadership development models. After lengthy review and discussion, it was agreed that Brookdale’s program could be built on the same elements identified by the American Association of Community Colleges (AACC), approved April 9, 2005 by AACC and subsequently adopted by the Institute for Community College Development (ICCD) as the basis for their Gravitational Leadership program. Among the advantages to using this model are its relevancy to our mission and the extensive research capacity/credibility of the ICCD and AACC. In “Competencies for Community College Leaders,” AACC and community college leaders collaborated to delineate a competency framework for leadership development.

The development and availability of well-prepared leaders is vital to the continued success of community colleges and their students. Throughout its history, the American Association of Community Colleges (AACC) has made proactive leadership development a central focus of its mission. Now, that focus takes on even greater urgency as the level of turnover among community college leaders escalates dramatically. For this reason, AACC has worked to delineate a competency framework for today’s and tomorrow’s college leaders. The framework has wide utility for both individuals and institutions. It helps emerging leaders chart their personal leadership development progress. It provides program developers with curricular guidelines. Institutionally, it informs human resources departments with direction for staff recruitment, hiring, rewards, and professional development. This competency framework is intended as a “living document,” evolving over time to meet changing human and institutional needs.

“Each area of the model offers a wide variety of competencies...that encompass a balanced, grounded approach to leadership that prepares future leaders and enhances existing ones.” (ICCD, Gravitational Leadership Map). The competencies identified by the AACC as essential for Community College leadership are *Communication, Collaboration, Professionalism/Ethics, Organizational Strategy, Resource Management, and Community College Advocacy*. ICCD’s program further defines each area and has designed its program offerings around the skills needed to attain competency in the areas identified by AACC.

Although the LDC recommends the use of this framework as a Leadership Development Program, both the Professional Development Committee and the Leadership Development Committee found a large component of the model to be applicable to a broad spectrum of employees. The ICCD model defines the basic competencies of the model as Core Competencies. We see these as Universal Proficiencies for employees at all levels of the organization. The next level, identified as development connected to Organizational Integrity, also has resonance for a large segment of the College community. The remaining components of the model, Resource Development and Advocacy, are clearly geared toward future leaders of the community college sector. In our plan, these are defined as the Leadership Development component. (Participants in the Leadership Development component are also expected to show proficiency in the two previous levels of development.) The LDC further modified the model to include Institutional Knowledge and Assessment as additional Universal Proficiencies. We agree and added another - Technology.

Using the AACC model, which we believe can be successfully adapted to Brookdale to be used for our blueprint, the LDC initiated a matrix of knowledge areas that would be expected under each of the attributes. For example, one of the Universal Proficiencies, Communication, could be demonstrated by clear and organized writing, confident and thoughtful speaking skills, effective use of technology, the ability to give clear direction, being able to influence and persuade, and active listening. The Professional Development Committee has added to the matrix work of the Leadership Development Committee.

Expanding on the AACC model, our **Professional Development Model overview** is defined as follows:

<u>Focused Content Areas</u>	<u>Proficiencies</u>
Universal:	Communication Collaboration Professionalism/Ethics Assessment Institutional Knowledge Technology
Organizational Integrity:	Strategic Planning Student Success Culture and Climate Valuing Employees Managing Change
Leadership	Advocacy: Legislative Community Board Internal Resource Development: Fundraising and Foundations Entrepreneurship Enrollment Management Marketing and Public Relations

The matrices that are attached further detail skill areas supporting each of the proficiencies. Employees looking for skill development to support the proficiencies may consult the charts to identify programs/experiences that will assist development in that area. Note that the charts are separated by Universal, Organizational Integrity, Leadership - Advocacy, and Leadership - Resource Development.

II Outcomes

The Leadership Development Committee provided additional guidance through their discussion of the “end game.” How would an employee know what behaviors were expected of a leader and how

would the College identify employees who are preparing/prepared to be leaders? As would be expected, the Committee went back to the AACC model. In the article, “Competencies for Community College Leaders,” illustrations of outcome behaviors were listed for each competency area. These illustrations were used by the ICCD to develop a pilot assessment. The Outcome Behaviors identified by the AACC and ICCD are listed below and have been expanded for our model but require a thorough examination to ensure that they reflect outcomes consistent with desired results. We also recognize that not all outcomes will be relevant for all employees and this, also, should be reflected in the final model. The Outcome Behaviors should drive the in-house workshops we offer and the type of Delivery Options available to employees.

Further, both the Leadership Development Committee and the Professional Development Committee strongly recommend that individuals be expected to maintain a professional development portfolio that contains evidence of how they demonstrate proficiency for each Outcome Behavior. To be clear, the portfolio should not simply list development activities attended but rather should provide evidence that knowledge learned has been applied successfully.

The Outcome Behaviors are intended to be a roadmap for employees who seek professional development. Their professional development should be formulated with these outcomes in mind. There are multiple avenues for achieving these outcomes and the individual is largely in control of how he/she attains the knowledge and practical experience to demonstrate proficiency. While in-house development programs will be offered to support these outcomes, this is only one conduit through which the outcomes may be realized.

The individual professional development plan that is created as part of the administrative Performance Management Program and the faculty’s Personal Development Forms are important planning mechanisms. Further, the PDC recommends that professional development plans be created each year for support staff employees as well, closing the loop that would result in annual professional development plans for all employees.

Outcome Behaviors:

- **Universal Proficiencies:**

1. Appropriately matches message to the audience.
2. Listens actively and explains responses.
3. Speaks confidently in public.
4. Fosters open communications regarding priorities, resources, and expectations.
5. Writes thoughtfully and clearly.
6. Brings faculty, staff, students, and the community together to work for the common good.
7. Facilitates shared decision making.
8. Builds and leverages networks that contribute to the college’s programs and services.
9. Communicates a leadership vision.
10. Self-assesses performance regularly.
11. Implements a performance management system that fosters the professional development and advancement of all staff.
12. Manages personal stress.

13. Demonstrates the courage to take risks and make difficult decisions.
14. Understands the impact of perceptions, world views, and emotions on self and others.
15. Uses influence and power wisely.
16. Contributes to the profession of community college leadership through professional development programs, professional organizational leadership, research/publication, and service.
17. Develops, enhances, and sustains teamwork and cooperation.
18. Uses data-driven evidence to make decisions, solve problems and plan strategically.
19. Contributes to the organization in ways outside primary responsibilities.
20. Develops broad perspective of the organization.
21. Demonstrates scholarship/currency in professional field.
22. Sustains proficiencies that enhance performance.
23. Manages responsibilities in an open and professional manner.
24. Applies the principles of good supervision.
25. Demonstrates institutional knowledge.
26. Identifies and applies continuous improvement through assessment.

- **Development that Strengthens Organizational Integrity:**

1. Implements processes for the continuous improvement of the institution.
2. Identifies and solves problems from a systems perspective.
3. Supports teamwork and innovation.
4. Aligns goals and objectives with the college's MVVG and matrix.
5. Focuses on student success.
6. Fosters professional growth for all staff.
7. Reaches across cultures and interests to develop partnerships.
8. Values and employs the diversity of individuals, cultures, and ideas.
9. Promotes an inclusive environment.
10. Promotes and maintains high standards for personal and organizational integrity, honesty, and respect for people.
11. Promotes and implements service excellence.

- **Development of Leadership Related to Advocacy:**

1. Values and promotes excellence in teaching and learning.
2. Maintains currency on state and national educational policies and trends.
3. Is a visible advocate for the community college with all constituents, internally and externally.
4. Works effectively with unique constituent groups such as legislators, board members, business leaders, and accrediting associations.

- **Development of Leadership Related to Resource Development:**

1. Ensures accountability in reporting.
2. Ensures resource allocation processes that are consistent with college priorities and local, state, and national policies.
3. Takes an entrepreneurial stance in developing alternative funding sources.

4. Develops alternative funding sources.
5. Manages change in ways that contribute to the long-term viability of the institution.
6. Employs organizational, time management, planning and delegation skills.
7. Understands the connections between enrollment management, entrepreneurship, public relations, and financial viability.
8. Demonstrates appropriate understanding of the budget.

As noted above, the outcome statements require careful thought and probable revision to ensure that the outcome statements are consistent with desired results.

III. Assessment

The Professional Development Committee recommends the development of assessment metrics based on the following:

Individual Assessment:

1. Professional Development Goals have been embraced by all employees and supervisors.
2. Supervisors will acknowledge achievements of staff participating in development initiatives.
3. Employees will pursue a wide variety of development options consistent with career aspirations.

Program Assessment:

1. Programs/initiatives in which employees have participated are associated with the model.
2. Portfolios provide *evidence* of development.
3. Supervisors assume responsibility for the development of their staff.
4. An annual survey will be completed to assess the effectiveness of the opportunities provided and to determine continued needs.
5. Increasing number of internal candidates will be qualified for higher level positions.
6. Increasing number of employees will achieve statewide, regional, national professional association positions of leadership.

IV. Development Delivery Options

The Professional Development Committee discussed the manner in which professional development should occur and agreed unanimously with the LDC that a broad variety of experiences would provide flexibility and support development. The practical application of new knowledge is critical to the process. As noted earlier in this blueprint, in-house development workshops will be developed around knowledge areas that are appropriately acquired through workshops but this is just one of many ways that knowledge will be attained. For example, although a workshop might be offered on PowerPoint to provide the theoretical basis for the use of technology as a means of communication, the demonstration of this competency would not be supported without successful practical application of the skill. Similarly, there may be various development options available to an individual to learn a particular area. For example, an in-house workshop might be provided on

the topic of leadership styles, but that information might also be learned through participation in the Chair Academy or in the Educational Leadership doctoral program.

Although some delivery options will need to be developed internally, many are currently available. Those that are not will require top leadership support and role models who, for example, would be mentors. The delivery options noted below balance theoretical and practical learning.

Development Delivery Options:

- Participation in leadership programs such as The Chair Academy, the NJ Leadership Academy, or The Leadership Development Academy for African American Midlevel Administrators in Community Colleges
- Membership and leadership roles in professional organizations
- Conferences
- Webinars
- On-line learning
- On campus workshops
- Credit classes
- Non-credit professional development classes
- Degree/Certificate programs
- Experiential learning
- Sabbaticals
- Research
- Individualized professional development plans
- Service to the Department, Division, and College
- Cross-functional committees/teams
- Mentoring

Blueprint for Professional Development

This blueprint is seen as a fluid document, where each part informs the other parts, and where the assessment takes place on an annual basis.

Part I: Needs Assessment

Each year, needs will be identified using the following data:

- Summaries of Individual Professional Development Plans
- Strategic Plans (Matrix, ESMP, ITSP)
- Annual PDC Survey
- Professional Development Blueprint

Part II: Delivery Mechanisms

The methods through which development can occur



Part III: Proficiencies

Skill and knowledge areas

Universal:

- Communication
- Collaboration
- Professionalism/Ethics
- Institutional Knowledge
- Assessment
- Technology

Organizational Integrity:

- Student Success
- Strategic Planning
- Culture and Climate
- Valuing Employees
- Managing Change

Leadership

- Advocacy:
 - Legislative
 - Community
 - External Boards
- Resource Development:
 - Enrollment Management
 - Budget and Finance
 - Fundraising and Foundations
 - Entrepreneurship
 - Marketing and Public Relations

Part IV: Outcome Behaviors

Behaviors that illustrate the attainment of proficiency in a skill or knowledge area

- **Universal Proficiencies:**

1. Appropriately matches message to the audience.
2. Listens actively and explains responses.
3. Speaks confidently in public.
4. Fosters open communications regarding priorities, resources, and expectations.
5. Writes thoughtfully and clearly.
6. Brings faculty, staff, students, and the community together to work for the common good.
7. Facilitates shared decision making.
8. Builds and leverages networks that contribute to the college's programs and services.
9. Communicates a leadership vision.
10. Self-assesses performance regularly.
11. Implements a performance management system that fosters the professional development and advancement of all staff.
12. Manages personal stress.
13. Demonstrates the courage to take risks and make difficult decisions.
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- **Development that Strengthens Organizational Integrity:**

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7. Reaches across cultures and interests to develop partnerships.
8. Values and employs the diversity of individuals, cultures, and ideas.
9. Promotes an inclusive environment.
10. Promotes and maintains high standards for personal and organizational integrity, honesty, and respect for people.
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- **Development of Leadership Related to Resource Development:**

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2. Ensures resource allocation processes that are consistent with college priorities and local, state, and national policies.
3. Takes an entrepreneurial stance in developing alternative funding sources.
4. Develops alternative funding sources.
5. Manages change in ways that contribute to the long-term viability of the institution.
6. Employs organizational, time management, planning and delegation skills.
7. Understands the connections between enrollment management, entrepreneurship, public relations, and financial viability.
8. Demonstrates appropriate understanding of the budget.

Part V: Focused Content Areas

Programs/Experiences/Topics to be learned and applied to support the development of proficiency

PROFESSIONAL DEVELOPMENT MATRIX OF FOCUSED CONTENT AREAS

Programs/Experiences/Topics that support the development of the named proficiency

Universal Proficiencies

COMMUNICATION	COLLABORATION	PROFESSIONALISM	ETHICS	INSTITUTIONAL KNOWLEDGE	ASSESSMENT	TECHNOLOGY
Classroom Mgmt	Managing People	Dealing with Conflict	Ethical Issues in Higher Ed	BCC's Organizational Structure	Decision Making Tools and Tactics	Word
Influence & Persuasion	Delegating for Shared Success	Problem Solving	Student Discipline	Community College and BCC History	Year End Rpts	Excel
Classroom Dynamics/ Group Dynamics	Running Effective Meetings	Managing Your Own Professional Growth	FERPA/HIPA A and Other Regulations	Policies/Regs Procedures and Practices	Self Assessment	Power Point
Clarity in Thinking/ Expressing Yourself	Project Management	Ongoing Acquisition of Subject Matter Expertise	Discussion of BCC Code of Ethics	Student Affairs Handbook	SWOT Analysis	Angel
Giving Clear Direction	Trust Building	Building an Inclusive Environment in the Classroom/Office	Sustaining an Ethical Culture	Matrix Priorities Development	Applying the Assessment Model to Goals	Web Advisor
Using Technology to Enhance Communication	Energizing Your Team	Tools for Interpersonal Development (Anger Mgmt, Stress Mgmt, etc)	Supervisory Responsibilities & Consistency	College Governance	Giving and Receiving Feedback	Outlook Calendar &/or Email
Effective Speaking Skills	Peer Collaboration	Respecting the Ideas and Opinions of Others	Scenarios on Ethical Issues	Capital and Operational Budget	Prioritizing	Eudora
Evaluating Peers/Staff	Work Styles (Selling Others)	Front Line Supervisory Skills	Ethics Committee	College Catalog	Understanding Data (Reports/ Budgets, etc.)	Intrinsic Informer
Analysis & Impact of Your Behavioral Style		Using Technology to Increase Effectiveness	Contract Administration	Lincroft, WMBC, and HEC Visitations	Evaluation Techniques	Dept. Specific Technology

PROFESSIONAL DEVELOPMENT MATRIX OF FOCUSED CONTENT AREAS

Programs/Experiences/Topics that support the development of the named proficiency

Universal Proficiencies, cont'd

COMMUNICATION	COLLABORATION	PROFESSIONALISM	ETHICS	INSTITUTIONAL KNOWLEDGE	ASSESSMENT	TECHNOLOGY
Dealing with Conflict		Search Committee Training	Middle States Accreditation and Characteristics of Excellence	How To's: OT, Purchase, Expense Vouchers, Conferences, Tuition Reimb, etc.	The Performance Interview	Document Imaging
Addressing Student Behavior		Maintaining Currency re: Issues in Higher Ed	Conflicts of Interest	Needs Surveys/ Analysis: Tools and Data		Webcasting
Clarifying Assignments		Maintaining Knowledge of Educational Trends		Academic Programs/Grading		New Technology of Relevance
Effective Front Line Communication		Effective Mentoring		VVMGs		
Writing Skills		Managing Your Dept.		Decentralization		
Presentation Skills		Publishing in Your Field		Ongoing Budget Tracking		
Understanding Leadership Styles		Continuous Intellectual Growth		Budget Lines/Acct #s	Metrics	Colleague
Bridging Faculty/ Administration/ Staff Communications Gap		Pedagogy and Andragogy		Website Navigation		
Giving and Receiving Feedback		Prof Behavior – Work Styles, Mannerisms, Attire				
		Developing a Budget				

PROFESSIONAL DEVELOPMENT MATRIX OF FOCUSED CONTENT AREAS

Programs/Experiences/Topics that support the development of the named proficiency

Development that Strengthens Organizational Integrity

STUDENT SUCCESS	STRATEGIC PLANNING	CULTURE AND CLIMATE	VALUING EMPLOYEES	MANAGING CHANGE
Student Development Models	Contributing to the Development of Matrix Goals	Student Centeredness	Development of Future Leaders	Leading Change/ Managing Change
Student Learning Outcomes	Participation in the Achievement of Dept. Goals	Teaching Diverse Populations	Networking	Models for Change
Communicating with Students – Means and Methods	Implementation of Strategic Plans (Matrix, ESMP, FMP, ITSP)	Energizing Your Classroom/Staff	Mentoring New Faculty/New Employees	Succession Planning
Student Trends	Understanding of and Contributions that Maximize Resources	Understanding Cultural Differences	Staffing Process: Interviewing and Selection	Implementing Change as a Team Member
Curriculum Development		Service Excellence	Recognizing Employee Accomplishments	Applying Effective Leadership Styles
Scheduling		Leveraging Team Diversity	Transitioning from Faculty/Admin/Staff to other roles	Challenging People
Improving Transfer and Articulation		Assessing Culture and Climate	Developing Effective Teams	
Process Analysis for Better Student Service		Promoting/Managing an Inclusive Work Environment	Developing Staff	
On-line Teaching		Creating a Climate for Continuous Improvement	Effective Coaching Experiences	
Learning Styles		Time Management	The Leader as Coach	
			Understanding Benefits	

PROFESSIONAL DEVELOPMENT MATRIX OF FOCUSED CONTENT AREAS

Programs/Experiences/Topics that support the development of the named proficiency

Development of Leadership Related to Resource Development

Enrollment Mgmt	Budget & Finance	Fundraising & Foundations	Entrepreneurship	Marketing & Public Relations
Financial Aid – Kinds/ Limits	Managing the Budget in Feast or Famine	Friend Raising/Fund Raising	Creating New Revenue Streams	Branding
Traditional v. Non-Traditional Students	Controlling Costs	Grantsmanship	Responsiveness to Community Needs	Marketing through the Media
Program Development for Business Needs	Micro to Macro Budgets	Alumni Partnerships	Non-Traditional Methods to Grow Programs	Local and State Connections
Non-Credit Feeding Credit Enrollment	Total Compensation	Advisory Boards	Partnerships	Importance of Community Awareness of College Involvement in Community
Camps to Credit	ID’g Cost per Student	Estate Bequests		Strategic Positioning
Registration Procedures	Reporting to the BOT	Tax Implications		
Recruitment Strategies	Track’g Grant Expenses			
Basic Skills	Bonding			
Transfer & Articulation	Revenue Streams			
Student Demographics	Audit Principles			
Community Needs Assessment	Funding Cycles			

PROFESSIONAL DEVELOPMENT MATRIX OF FOCUSED CONTENT AREAS

Programs/Experiences/Topics that support the development of the named proficiency

Development of Leadership Related to Advocacy for Institution

Legislative	Community	External Boards
Understanding the Legislative Process	Active Role in Community Volunteer Organizations – Engineered Leadership	Participation on External Boards
Knowing Legislative Representatives	Participation in Chamber or other Professional Organizations	Working with Advisory Boards
Impact of County, State, and Fed Gov't on Institution	Managing Community Involvement with the College	Running Effective Meetings
Knowing Trends and Agendas	Hosting Community Events	Team Dynamics
Lobbying	Partnering for Mutual Advantage	Advocacy for BCC as a Member of External Boards
	Advocating Student Involvement in Community (i.e. service learning, internships, etc)	Professional Association Membership/ Leadership
	Acting on Community Needs Assessment	

3/25/08

Part VI: Implementation Recommendations

In order to implement a college-wide professional development plan, the Committee recommends the following:

Standards Recommendations

- Establish annual professional development goals for all employees
- Employees establish professional development portfolios, documenting evidence of professional growth
- Implement cascading goal development as an organizational standard
- Provide ongoing professional development for all groups of employees, particularly supervisors and adjunct faculty

Process Recommendations

- Establish Professional Development Committee as a Marketing client
- Add Professional Development Committee website as Quick Link on Homepage
- Create an icon on Bi-Monthly Calendar for professional development activities
- Professional Development Plan summaries will be sent to the PDC by Academic Affairs for faculty and by Human Resources for administrative and support staff.
- Establish budget object codes for professional development activities

Structure Recommendations

- Create a Professional and Organizational Development Center in Human Resources
- Expand TLC workshops
- Reexamine the role of the Professional Development Committee, such as
 - Initiating suggestions for PD program content
 - Assessing and responding to needs
 - Assessing the effectiveness of PD programs
 - Acknowledging employee PD accomplishments

Part VII: Resource Allocation

Guiding Principles for all areas

1. Resource Allocations will follow the professional development principles set forth in the Blueprint that identifies an integrated planning model, including individual development for all employees, development that strengthens organizational integrity, and leadership development.
2. Resource Allocations will reflect institutional priorities and themes. Institutional priorities and themes will be identified on an annual basis by the Professional Development Committee through needs assessments, summary data of individual professional development plans for all employees, and strategic priorities.
3. Resource Allocations will take advantage of collaborative efforts involving multiple departmental needs.
4. Resource Allocations will use resources as efficiently as possible.
5. Resource Allocations will reflect the aggressive pursuit of professional development grant opportunities that are aligned with institutional priorities and themes.
6. Individual professional development plans should be appropriate to progression toward career goals.
7. Budget codes should be created to more accurately track campus-wide PD expenses.

Part VIII: Program Assessment

1. Professional Development Goals have been embraced by all employees and supervisors.
2. Employees will pursue a wide variety of development options consistent with career aspirations.
3. Programs/initiatives in which employees have participated are associated with the model.
4. Portfolios provide *evidence* of development.
5. Supervisors assume responsibility for the development of their staff.
6. Supervisors will acknowledge achievements of staff participating in development initiatives.
7. An annual PDC survey will be completed to assess the effectiveness of the opportunities provided and to determine continued needs.
8. Increasing number of internal candidates will be qualified for higher level positions.
9. Increasing number of employees will achieve statewide, regional, national professional association positions of leadership.

Part IX: Recognition

College leadership will be the ultimate determiners of appropriate recognition for achievements attained through sustained professional development. Recognition should be celebrated in a visible and meaningful manner, consistent with the importance that the College's leaders place on development for the success of the College.