

**PROFESSIONAL DEVELOPMENT OPERATIONS
AND RESOURCE
GUIDE**

2003-2004

**Professional Development Committee
Brookdale Community College**

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HISTORY

In 1997 the Professional Development Committee was charged with creating a Comprehensive Training and Development Plan. In 1998 the Professional Development Committee was further charged with revisiting this document using the following resources:

- Academic Master Plan
- 1998-1999 Institutional Goals Priority Matrix
- Major Indicators for Institutional Effectiveness
- Campus Climate Survey
- Information Technology Strategic Plan
- Written suggestions from Don Dickson
- Four-Year Diversity Training Plan from Human Resources.
- Ave Federici and Frank Paoni's Faculty Opportunities book

Additionally, documents from dozens of other community colleges, universities, and hospitals, were examined detailing their Professional Development Plans.

The 1999 Plan centered on an in-depth analysis of four key concepts (Core Competencies—Technology, Core Competencies—Other Than Technology, Recognition, and Enrichment), evaluating the strengths and weaknesses of professional development opportunities in these areas.

The 2003-2004 Professional Development Committee was charged to examine and update the 1999 Comprehensive Training and Development Plan. To continue the process we are additionally examining the following resources:

- Educational Services Master Plan 2002
- Educational Services Agenda for 2003-2004
- Information Technology Strategic Plan II
- Characteristics of Excellence of Higher Education (Middle States Standard #10)
- 2003-2006 Matrix

Based on the current matrix, goals of the institution, and philosophical discussion the 2003-2004 Professional Development Committee recognized that many of the previous needs and recommendations had been satisfied or met. As a result, the above-mentioned four concepts from the 1999 Plan have been subsumed into two key areas – competencies and recognition.

The committee recognizes that Brookdale Community College values the importance of its people—faculty, administrative staff, support personnel, and police officers. Therefore, ongoing training and development is essential to improve performance, to enhance job satisfaction, and to manage change.

STRUCTURE AND FUNCTION OF THE PROFESSIONAL DEVELOPMENT COMMITTEE

Overview

Brookdale Community College exists to meet the educational needs of its community. All parts of the organization deliver or support the delivery of education. While the Professional Development Committee recognizes the need to attend external educational offerings, Brookdale Community College could also be served by considering “in-house” expertise as much as possible to contain costs.

The educational resources at a community college provide a wealth of expertise in program design and development. It is therefore important to identify the individuals or groups who have some current responsibility in training and development:

- Individual employees
- Mentors
- Team Players
- Immediate supervisors
- College-wide resources
 - Professional Development Committee of Governance
 - Office of the Executive Vice President for Educational/Student & Outreach Services
 - Office of the Executive Vice President for Administration, Operations, and Information Technology Services
 - Center for Teaching, Learning and Technology (TLT)
 - Bargaining Units
 - Human Resources Department
 - Outreach Business and Community Development

Mission

Professional Development at Brookdale Community College encourages, supports and provides continuous growth and learning for all employees of the college. Effective professional development is based on a thorough assessment of needs, successful implementation of strategies and measurable outcomes. The concept of professional development is far reaching and includes activities on campus and beyond the college. Professional development is designed to foster individual advancement, departmental improvement and institutional effectiveness.

The Committee examines current professional development opportunities and makes suggestions as to how professional development needs might be identified and met. The Committee recognizes that these needs may be met through resources offered at Brookdale or offered externally. We believe that this guide should become a formal guiding framework of

opportunities at Brookdale. Further, an effective professional development plan is governed by the following guiding principles:

Guiding Principles

- Foster the vision, values, mission and goals and objectives of the college
- Enhance leadership capacity
- Improve teaching, administrative and staff effectiveness
- Promote an individual's development beyond the scope of primary job functions
- Encourage affiliations with professional organizations
- Recognize and acknowledge the daily commitment as well as actions of employees
- Support technology improvement and training
- Ensure that sufficient funding and support be devoted to meet the goals of professional development
- Promote understanding of diversity within the college community
- Ensure that appropriate assessment tools to measure the effectiveness of professional development activities are in place
- Assumes measurable outcomes
- Determines the professional development need or issue
- Identifies a plan to meet the need or issue
- Takes advantage of existing College and community resources
- Works in conjunction with existing initiatives
- Treats all employees equally and fairly

Functions of the Professional Development Committee

The functions of the Professional Development Committee are:

- To respond to the professional development needs of the college community
- To provide a forum for the activities of the subcommittees
- To address the annual charges from Steering

Meetings: Meetings take place at a location designated by Steering on the second and fourth Tuesdays of each month during the academic year, in accordance with the Governance calendar. All Brookdale employees are welcome to attend.

Membership

The Professional Development Committee is comprised of individuals representing all areas of the College. These are elected seats, with each member serving a three-year term. A chair (or co-chairs) is elected annually from committee members. If a member cannot fulfill his or her duties on the committee, that member will be asked to resign so that adequate representation is maintained, in adherence to the Governance Constitution.

The composition of the committee is:

ADMINISTRATIVE & EXEMPT 5 Representatives

FACULTY 1 Representative from each area:
Arts / Communications
Business
Health Sciences
Humanities
Math / Sciences
Social Sciences
Technologies
Student Development Specialist
Librarian

STAFF 4 Representatives

POLICE 1 Representative

STEERING LIAISON 1 Representative

EX-OFFICIO Staff Development Specialist
Dean of the Library and Library Support Services

Subcommittees: There are three Professional Development subcommittees: Faculty, Administrative and Exempt, and Staff. They play an important role in establishing goals, planning activities, and authorizing expenditure of subcommittee funds.

There is no cap on subcommittee membership, and all members of the college community are encouraged to get involved. There is no term limit for serving on a subcommittee.

Subcommittee chairs must be chosen from among the elected Professional Development representatives.

Subcommittees

Administrative and Exempt (A&E)

- The subcommittee meets on an as-needed basis and is open to all administrative and exempt employees.
- Membership includes all elected Professional Development committee members within the A&E constituency. Additionally all A&E personnel are invited to participate.
- Co-chairs of the A&E subcommittee are nominated and elected by the members of its constituency.
- One of the co-chairs is responsible for coordinating the funding requests.
- Disbursement of funds is granted on a case-by-case basis, first come/first served with a maximum of \$200 per person per academic year.
- The annual funding is disbursed approximately as follows:
 - 40-50% for conferences and seminars
 - 15-20% for Technology Mini Grants
 - 10-15% for the Outstanding Colleague Awards
 - 5-10% for Peer Recognition
 - 25-30% for the annual luncheon
- Peer recognition is ongoing, but reminders are sent out via e-mail and interoffice mail.
- “Outstanding Colleague” nominations are submitted in April/May, reviewed by the subcommittee and awarded at the annual luncheon.

Recommendations

- The subcommittee made no recommendations for change.

Staff

- The subcommittee meets on an as-needed basis, often by telephone and e-mail.
- Membership includes all elected Professional Development committee members within the Staff constituency. Additionally all Staff are invited to participate.
- Co-chairs of the Staff subcommittee are nominated and elected by the members of its constituency.
- One of the co-chairs is responsible for coordinating the funding requests.
- Disbursement of funds is granted on a case-by-case basis, first come/first served with a maximum of \$200 per person per academic year.

- The annual funding is disbursed approximately as follows:
 - 84% is divided amongst Professional Development Programs, awards, and morale building activities such as luncheons, trips and yoga classes.
 - 16% Technology Mini Grants

Recommendations

- The subcommittee made no recommendations for change.

Faculty

- Meetings are held on an ad/hoc basis and business is conducted via alternate methods such as e-mail and/or phone as much as possible.
- Membership includes all elected Professional Development committee members within the Faculty constituency. Additionally all Faculty are invited to participate.
- Co-chairs of the Faculty subcommittee are nominated and elected by the members of its constituency.
- One of the co-chairs is responsible for coordinating the funding requests.
- Disbursement of funds is granted on a case-by-case basis, first come/first served with a maximum of \$300 per person as an attendee or \$500 per person as a presenter per academic year.
- The annual funding is disbursed approximately as follows:
 - 51% to attend discipline related conferences, seminars, classes and workshops, on campus and OBCD courses
 - 22% for Technology Mini Grants
 - 8% for recognition activities
 - 12% for Adjunct Faculty Reception
 - 4% to attend Assessment Training
- Coordinate and oversees the activities of the Technology Mini Grant subcommittee.
- The committee collaborates with Human Resources in the planning and funding of the adjunct faculty reception.

Recommendations

- Regular and customary expenses should be deducted from the Faculty Development budget first:
 - Faculty Recognition and Adjunct Faculty Recognition awards
 - Adjunct Faculty Reception
 - Tech Mini-Grants
 - The remainder of the money will support faculty development.

- The committee recommends co-sponsoring the Adjunct Faculty Reception with Human Resources. The funding contribution should be limited to \$2,000 that is to be equally divided by the Faculty Development and Human Resources.

Divide the remaining faculty development funds in two different budget lines. One line shall be allocated for activities between July 1st to December 31st and the other from January 1st to June 30th.

Rationale: Dividing the funding is an attempt to more equitably disburse the funds throughout the year. Past history shows that 60-70% of the funding was requested early in the academic year.

- Each budget line will consist of 45% of the available funds.
Rationale: This would help ensure that money would be available all year for opportunities that arise later in the academic year.
- The remaining 10% can be used throughout the entire academic year as needed.
Rationale: The 10% reserve builds in a cushion as the committee determines the best way to divide the funds between the two time periods.
- Evaluate these changes in one year - the Fall of 2005.
Rationale: To determine if the 45/45 split and 10% reserve is realistic.
- A standard maximum award for both presenters and attendees of conferences and seminars will be \$350.
Rationale: This removes the bias of effort exerted as well as length of time spent at a conference or seminar. The committee recognizes that this is a judgment that should not be at its discretion. Those who desire a larger award could appeal to the Office of the Executive Vice President for Education/Student and Outreach Services or other funding sources when appropriate.

Budget

Traditionally, the 3 subcommittees receive a portion of the amount budgeted for the committee as a whole based on the academic year:

A & E-	\$7,000.00
Staff-	\$8,000.00
Faculty-	\$27,000.00

Each subcommittee supports the employees it represents within its budget, and contributes toward College-wide professional development activities. For example, the subcommittees have contributed towards the technology mini grant (Faculty \$6000, Staff and A&E \$1,000 each). The Faculty Subcommittee also contributes to the annual Adjunct Faculty Reception.

Recommendation

- The Professional Development Committee recommends that a separate budget line be established for college-wide Professional Development activities. In the 2002-2003 and 2003-2004 academic years, this budget line has been requested but not approved.
- The criteria for awarding funding should be based on how the proposed activities fit into the department goals, and college initiatives and priorities such as assessment and technology. Applicants should consider these criteria when applying for funding and supervisors/department heads should assure that these criteria are met when approving these requests.
- Special college or department-initiated projects that are co-funded by Professional Development will be processed as individual requests and approved at the discretion of the Professional Development Committee.
- Requests for funding should be made in advance according to the guidelines posted on the Professional Development website.

Communication

It is important that the college community is apprised of the committee's activities, operations and resources. The Professional Development Committee website provides this information. The Communicator, the Governance Gazette, the Inside Track, the Brookdalian and various web pages such as the TLT and the Human Resources, provide information concerning professional development activities.

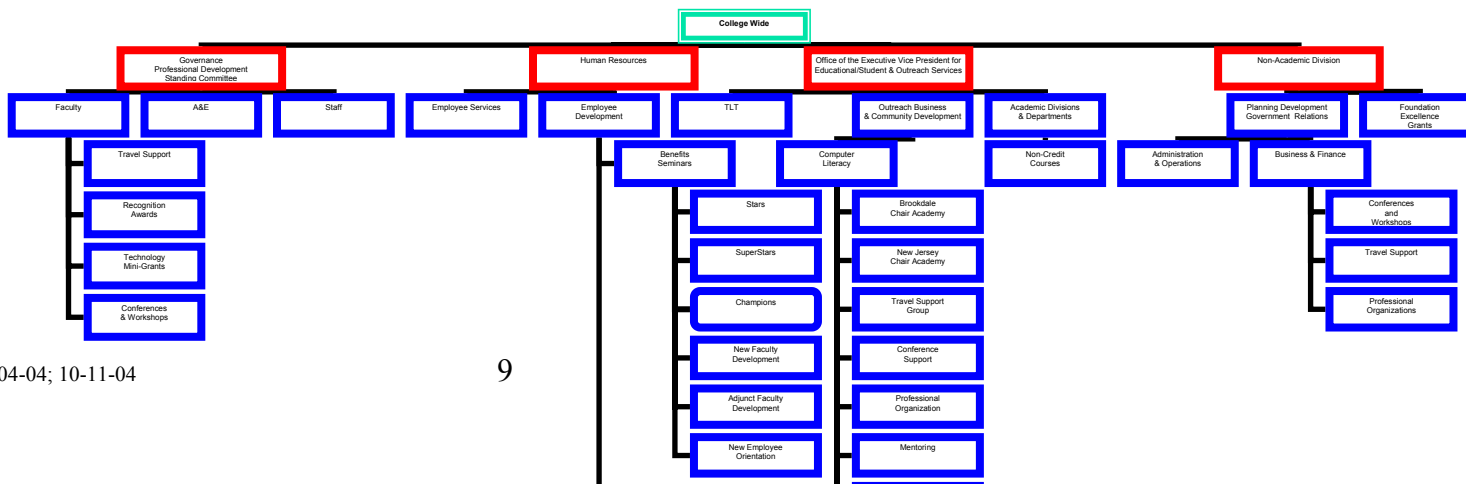
Recommendations

- Each Division should have a central place where information about upcoming professional development activities is posted, such as conferences and workshops.
- Divisions might also report these activities to the professional development committee for inclusion on the professional development website.

ADDITIONAL PROFESSIONAL DEVELOPMENT RESOURCES AND SOURCES OF FUNDING

There are many areas of opportunity for professional development offered at Brookdale. Also, there are many other sources of funding to support the costs of educational initiatives in addition to the funding available from the Professional Development Committee. The chart below suggests many of these sources.

Professional Development Resources and Sources of Funding



NEEDS ASSESSMENT

Purpose

To provide an avenue for Professional Development Committee to receive input from the college community as to their professional development needs. This will enable the committee to provide input to Human Resources as to professional development needs. Additionally, this will assist the Committee in determining rationale and guidelines for prioritizing the disbursement of funds.

Current activities

- Occasionally a campus-wide survey is distributed that identifies professional development needs, as identified by the employees.
- Individual needs are communicated to the Professional Development Committee through funding requests. This is often after the applicant has self identified the need and requested funding.

Recommendations

- Needs should be assessed on a regular basis.
- Identification of training needs should be linked to the job description, personal objectives and the evaluation process. Professional Development forms, which are completed annually by faculty and submitted to the Dean of Academic affairs, would be useful in gathering some of this information related to training needs. Development plans are completed by administrators that identify training needs. As part of the annual evaluation, staff may participate in goal development, which identifies training needs. These needs, once identified, should be reported to the Professional Development Committee annually so that they might project general trends in needs. Other sources to identify needs are college-wide initiatives, training mandated by State and Federal Regulatory Bodies
- Once identification of needs is determined, Human Resources has oversight responsibility, but the responsibility for delivering these programs may be assigned to the appropriate organizational units.

Based on the current matrix, goals of the institution and philosophical discussion, the Committee supports two major areas that are important to professional development. These areas are competencies and recognition.

COMPETENCIES

Purpose

To provide support for employees' specific academic/professional needs, the necessary training in current technology, programs that enhance job performance, contribute to job satisfaction, improve promotional opportunities, foster good employee relations and reduce turnover.

Current activities

- Travel/conference support
The Professional Development Committee is one source of funding by the college for employees to attend conferences relevant to their positions. An application form is available on the Professional Development Web site under "forms". Funds may also be available from different avenues in the college such as departmental/division budgets, VP for Educational/Student & Outreach Services and grant supported projects. (see chart on page 9)
- Teaching Circles
Teaching Circles are coordinated by Human Resources throughout the year and touch on a variety of topics. Examples of previously offered topics include a series of discussions on "Today's Community College Student," "Teacher Attitude and Student Behavior," "Peer Led Team Learning" and the "Pros and Cons of Lecture vs. Interactive Learning".
- Orientation
Human Resources coordinates a year-long Orientation Program for new employees. Sessions on Middle States, college history, Governance, and professional development opportunities are among those topics included.
- Adjunct Faculty Training
The college provides orientation and workshops to adjunct faculty members. Departments also offer in-house workshops to support their individual needs. Additionally, each adjunct faculty member is provided with a copy of the Adjunct Faculty handbook, which includes information and copies of forms that are used by instructional faculty. The handbook is distributed by the Office of the Dean of Academic Affairs at the Adjunct Faculty reception or by Division Chairs.
- Tuition Reimbursement
Tuition reimbursement is available to employees according to their negotiated contracts.
- Sabbaticals and Educational Leaves
Sabbaticals are offered, upon approval, to faculty, administrators, and staff members in accordance with the terms set in negotiated contracts.

- Outreach Business and Community Development (OBCD)
These classes and workshops generally are offered at half price to Brookdale employees.
- Educational Excellence Grants
The Brookdale Community College Foundation awards Educational Excellence Grants by supporting projects and activities that advance and continue Brookdale's tradition of excellence for faculty and staff. Annual grants are competitive and require that proposals clearly demonstrate how the project, equipment or training will significantly increase our institution's ability and capacity to provide quality education and greater access to knowledge, understanding and resources.
- Personal Development
Programs on topics of concern, such as caring for elderly family members, personal wellness, safety, and financial planning, are offered periodically to enhance the overall well being of employees.
- The Center for Teaching, Learning and Technology (TLT).
Its purpose is to support, improve, and enhance teaching and learning through creative, responsible and purposeful use of information technology. The TLT Lab offers hands-on opportunities, consultation to individuals and groups, college-wide meetings, and an interactive web site. Broadbased technology training is coordinated through the TLT Center and Human Resources.
- Technology Mini-grants
Technology mini-grants of various amounts are awarded each year on a competitive basis to full-time employees who wish to adapt technology to student and staff development needs.
- Divisional/Departmental Training
Division and departmental training targets employees and technologies unique to the different areas of the college.
- Mentoring
A mentoring program has been implemented by the Office of the Executive Vice President for Educational/Student and Outreach Services. Compensation is offered to faculty members who agree to be mentors. While the mentoring requirements in each department are quite distinct, there is a college wide process that offers guidelines for consistency relative to who gets mentored and the compensation received by the faculty members who agree to be mentors. Several other departments offer informal mentoring to new employees and to adjunct faculty. There is also mentoring available for staff and administrative and exempt who participate in the Champions program.

- Leadership Brookdale
Leadership Brookdale provides leadership training on campus to employees who have been employed at Brookdale for at least two years. This is offered by the Office of the Executive Vice President for Educational/Student and Outreach Services.
- Diversity
The Diversity Committee offers diversity programs periodically.
- Other ongoing professional development activities and tracks are:
 - Stars
 - Super Stars
 - Champions
 - New faculty orientation & mentoring
 - New employee orientation & mentoring
 - Adjunct faculty reception
 - Adjunct faculty mentoring

Recommendations

- The New Employee Manual should be updated and provided to each new employee. Additionally, it should be placed on the web and be kept current. Human Resources would be the appropriate department to manage this task.
- The Adjunct Faculty handbook should be placed on the web and kept current. The Office of the Dean of Academic Affairs would be the appropriate department to manage this task.
- Both the Human Resources Department and the Office of the Dean of Academic Affairs may consult with the Professional Development Committee for its input.
- Mentoring should be offered for all new employees.
- Diversity training should be a component of professional development.
- Mini-grants should be available to enable college employees from any area to formally share skills or ideas, other than technology, developed in off-campus workshops or conferences.
- A minimum of one professional activity day a year should be scheduled during which non-academic staff and administrators can attend programs during their normal workday hours. This might be pursued according to negotiated contracts.

RECOGNITION

Purpose

To acknowledge the daily commitment as well as exemplary actions of employees.

Current activities

- The Staff Development subcommittee annually recognizes Outstanding Staff Members. Nominations are accepted during the spring. Thank you gifts are also provided to staff for special recognition as requested.
- The Faculty Development subcommittee provides thank you gifts to full or part-time faculty members for putting in an extra effort or accomplishing some memorable task. The peer recognition form is used for this purpose. The recognized faculty member also receives a personalized note of thanks, which may or may not disclose the identity of the nominator. Furthermore, the Outstanding Colleague Award, which was established in 1988, is awarded to several full-time faculty members each year. The previous year's recipients consider the nominees and select up to five recipients, each of whom receives a plaque and a monetary award.

Outstanding Adjunct Faculty Awards are presented to adjunct faculty members (one per Division) each year. This non-monetary award is presented at the Adjunct Faculty Reception in September; nominations are accepted in the spring.

- The A & E Development subcommittee requests the names of A & E members who have done exceptional work for the College. A small committee reviews the nomination forms and gives awards to the chosen members at the annual A & E luncheon. An Outstanding Administrator award is also presented each year.
- The College recognizes employees who have attained twenty-five years of service at an annual gathering of the college community.
- BCC employees receive tokens of appreciation from their co-workers for their willingness to give extra time and energy to their job and department on a daily basis. Recently the Marketing Services Department developed a "team player pin" to recognize a team player.
- The occasional College-wide social events, on the order of the Holiday Party and the Garden Party that are offered to Brookdale employees, greatly enhance the morale of employees.

Recommendations

- Members of a team who have worked together to achieve a goal should be recognized; their achievement can be within the team, across Brookdale, or in the community. This is especially important after employees come together to complete a lengthy and arduous task, such as the Middle States evaluation.

- Increased employee contact with the Volunteer Connection would strengthen Brookdale's reputation in the community it serves, streamline volunteer opportunities for employees and promote the value of such service.
- Events combining education with a social component, such as educational off-campus excursions, would provide a sense of community. Other examples of ways the College might boost morale would be to offer free tickets to Brookdale performances or designated parking spots for employees who have been identified by their supervisors for exemplary job performance.

MEASUREMENT OF OUTCOME

Purpose

To evaluate the process of the Professional Development committee, including facilitating funding requests and meeting the charges assigned by Steering.

Current Activities

- An annual Professional Development report is generated that includes summaries from each subcommittee. These subcommittee reports outline the types of activities attended by individuals, monies spent on recognition, technology mini-grants and other projects that have been funded. This report also addresses the activities that the entire committee has coordinated, sponsored, or participated in during the academic year.
- A summary of the committee responses to the charges from Steering is presented to the campus community at the Forum.

Recommendations

- Human Resources should distribute a professional development survey to all employees annually.
- College-sponsored professional development activities should conclude with an evaluation of the projects impact on respective departments or on the college as a whole.
- Participant self-evaluations and supervisor feedback are two possible approaches to measuring job performance changes.
- Since identification of needs occurs at the division/department level, it is appropriate that the assessment of outcome should also occur there. The supervisor should evaluate the appropriateness of the employee's participation in the professional development activity to determine if the activity contributed to the enhancement of job performance.
- Department heads/supervisors should provide a report to the Professional Development Committee summarizing the assessment of outcomes and evaluation of the impact of the participation in professional development activities. This report could be submitted concurrently with the division's annual report.
- Methods of evaluation can and should be varied.

**PROFESSIONAL DEVELOPMENT COMMITTEE
2003-2004**

Susan Bove
Anne Burnett
Bernice Eng
Rose Hughes
Frank Lawrence
Jessica Mangold
Avis McMillon
Ellen Musen
Martha Noble, Co-chair
Ed O'Neill
Elaine Olaoye

Laura Qaissaunee
Phyllis Shafer, Co-chair
Brenda Spielzinger

Ex-Officios
David Murray
Mike D'Aromando

Steering Liaison
Antonio Blaser

2003-2004 Revision Committee

Sue Bove
Lynn Johnson
Martha Noble
Phyllis Shafer
Brenda Spielzinger
Michael D'Aromando
Patricia Sensi

The Professional Development Committee would like to thank those in the college community who sent suggestions for this revision.

Committee: PROFESSIONAL DEVELOPMENT

**Charge: DISTRIBUTION OF RESPONSIBILITIES FOR PLANNING AND
ASSESSING PROFESSIONAL DEVELOPMENT ACTIVITIES**

The committee should:

- 1. Examine and update the 1999 Comprehensive Training and Development Plan, focusing on the following:**
 - A. if the listing of campus-wide professional development opportunities, and the departments that offer them, is still accurate.
 - B. if the suggestions which appear throughout the Plan are still appropriate and warranted.
- 2. Clarify the responsibilities of the Professional Development Committee and the Human Resources department to determine specifically**
 - how often and by whom information about College employees' professional development needs will be gathered
 - how often and by whom those needs will be relayed to the appropriate departments
 - which kinds of professional development activities should be offered and funded by the Committee, and which by Human Resources/other areas
 - who will assess the outcomes of professional development activities and communicate these outcomes to the College
- 3. Determine specifically what the subcommittee membership and policies should be, including.**
 - A. how often the subcommittees should meet;
 - B. whether the subcommittee positions should be elected;
 - C. the rationale for the dispersal of subcommittee funds, as well as a categorization of those dispersals (e.g., technology training, conferences, licensing, etc.)