

CHANCELLOR FOR COMMUNITY COLLEGES MEMO

CCCM# 2080 (August 5, 1981)

SUBJECT: Staff Development

A. Reference:

Board of Regents Policy Manual, Section 9-6 Faculty and Staff Renewal and Vitality Plans.

B. Background and Purpose:

The Board of Regents directed each Chancellor to develop and maintain campus Faculty and Staff Renewal and Vitality Plans which would include "a system~tic and thorough faculty and staff professional opportunity and improvement program".

The operational framework of the Staff Development program is based on a philosophy that recognizes that the greatest resource for quality education is the personnel of the colleges, and that quality personnel must be nurtured and supported (Attachment #1). This CCCM was developed to outline responsibilities for Staff Development on a system, institutional and individual level.

C. Responsibilities:

1. Chancellor for Community Colleges

- a. Identifies resources through the on-going planning and budgeting process to implement system level activities, staffing, and assessment.
- b. Appoints a System Staff Development Coordinator within the Chancellor's Office~
- c. Forms a system-wide Staff Development Committee, composed of system and campus staff development representatives,
- d. Distributes annual report and assessment of staff development activities.

2. Provosts (and other equivalent community college executive)

- a. Develops and issues campus Faculty/Staff Renewal and Vitality Plan to identify, plan, budget and implement campus staff development activities,
- b. Assures ca~us staff development coordination to cover faculty, APT, civil service, and administrative staff,

- c. Submits Staff Development Annual Report and Assessment to Chancellor,

D. General Guidelines

- a. System and Campus activities should be planned in biennial cycles with revisions made as appropriate.
- b. Activities for staff development should cover the three major components:
 - (1) Organizational and Management Development,
 - (2) Professional Development, and
 - (3) Personal Development.

Definitions and sample activities appear in Attachment #2,

- c. Staff development Coordination and Committee functions appear in Attachment #3,

E. Revisions:

None.

Philosophy

Hawaii's Community Colleges recognize that the quality of education which is offered at each of the six campuses and the Employment Training Office does not depend primarily on: the numbers of students, the diversity of programs, or the improvements in facilities, but on the quality of personnel. The personnel employed by the community colleges are their single greatest resource and their most significant continuing investment. It is a resource which must be nurtured and supported if the ultimate educational mission of the community colleges is to be fulfilled and the varied needs of its students effectively served.

Staff Development at Hawaii's Community Colleges is based on the belief that renewal and vitality are necessary prerequisites for individuals and institutions. Staff development, in this sense, implies a dual responsibility. The institution has a responsibility to provide a variety of planned and growth-producing activities for the entire staff. Individual staff members are personally responsible for developing goals and making use of opportunities for professional growth and renewal which reflect institutional needs and personal aspirations.

This dual responsibility for professional growth and renewal implies the acceptance of three basic staff development tenets:

1. It is the responsibility of each institution to encourage and support opportunities and to develop incentives for the professional growth of its staff in fulfilling the mission of the institution.

Since each individual grows professionally in many directions and ways, the institution must provide the means necessary for this growth to take place. The assumption is that the institution and staff together must decide which development activities are appropriate for the achievement of its mission. Also, campus staff development efforts must be coordinated if the desired individual and institution goals are to be realized.

2. It is the responsibility of each staff member to participate in those staff development activities the individual considers appropriate to his or her professional goals and/or the mission of the institution.

The success of staff development programs can be hindered if activities are unilaterally imposed or forced into narrow criteria. Activities generated by self-interest provide the greatest incentive for growth.

3. It is the responsibility of both the individual and the institution to appraise staff development activities in terms of fulfilling personal and institutional goals. Appraisal of staff development activities, staff, and the organizational structure is an essential element in the on-going development and maintenance of a comprehensive plan.

Types of Activities in Three Major Components

Activities may include, but are not limited to, the following:

- I. Organizational and Management Development - seeking to improve the institutional environment for teaching and decision-making, planning and measuring for institutional outcomes in an effort to improve organizational productivity:
 - making decisions and building leadership skills
 - building teams and networks
 - managing situational/personnel conflicts
 - supervising and evaluating staff
 - writing grants
 - gaining information and skills in managing collective bargaining and meeting legal requirements (EEO, AA, etc.)

- II. Professional Improvement - seeking to improve the professional status and competency levels of all employees.
 - designing and experimenting with instruction
 - working with problem students
 - evaluating modes of learning
 - implementing new work and teaching technology methodology
 - promoting and understanding needs of non-traditional students
 - orientating new staff to college philosophy and mission
 - providing master-teacher-mentor programs
 - participating in in-service and out-service training
 - externing in private industry/business/colleges
 - establishing and meeting professional growth goals, short and long-term
 - exchanging work assignments on a short/long-term basis between campuses and/or State agencies
 - conducting informational on-site visits between campuses and departments

- III. Personal Development - seeking to promote personal growth related to concerns of individuals within the institution.
 - providing retreats, social events on campus and systemwide basis
 - planning life and career development changes
 - extending interpersonal skill
 - traveling for cultural and personal enrichment
 - learning techniques for time management, stress reduction
 - maintaining physical fitness and health
 - providing or receiving supportive and therapeutic counseling
 - creating incentives for growth through recognition of achievement
 - developing a positive and pleasant physical environment for work

-encouraging the development of hobbies and avocations

I. Functions of the System Coordinator and the Systemwide Committee

- 1) To recommend a systemwide staff development program of activities.
- 2) To facilitate a supportive climate for staff development among campuses.
- 3) To generate, coordinate, and disseminate staff development information to the campuses.
- 4) To set up and coordinate a systemwide network of resources, faculty, community, consultants available locally and nationally for staff development activities.
- 5) To devise and coordinate appropriate intercampus communications, (i.e., flyer, newsletter, publications).
- 6) To compile and evaluate data from campus needs assessments of staff development to be used to plan intercampus activities.
- 7) To plan, coordinate, and implement intercampus staff development activities upon campus request/needs.
- 8) To plan, recommend, and coordinate funding for systemwide activities.
- 9) To assess the outcomes and report on staff development activities systemwide.
- 10) To initially develop the format for system and campus assessments of activities.
- 11) To prepare the annual assessment of the systemwide staff development program.

II. Typical functions for Campus Coordination

- 1) To conduct assessments of staff development needs through an annual survey.
- 2) To plan and coordinate campus staff development activities based on campus needs.
- 3) To assist campus staff in achieving personal and professional development goals.
- 4) To identify internal resource persons to assist with campus staff development activities.
- 5) To devise and maintain communications schemes and publicize campus events.
- 6) To link campus staff development activities with those of the system.
- 7) To report and share assessments of campus staff-development activities through an annual report submitted to Chancellor via the Provost.