FACULTY/STAFF DEVELOPMENT

Historical Perspective

The College recognizes that its employees are its most valuable asset. Its strength depends on the skills, expertise, enthusiasm, and dedication of its faculty members and staff. Because of this belief, providing staff and faculty development opportunities has always been a priority. Prior to 1985, staff and faculty development funding was distributed entirely through the departments. Development was enhanced with the formation of a Staff Development Committee in 1985.

In 1992, using Title III monies, two staff members were assigned to handle faculty and staff development. One staff member's full-time responsibility was providing professional development activities for employees college-wide while the other staff member handled faculty development through mini-grants as one part of the position's responsibilities.

In 1996, the Director of Staff Development position was renamed Assistant Director of Human Resources. Faculty/staff development was subsumed under this position until January 1998 when it became the responsibility of the Director of Human Resources. From July 1, 2000, to the present, responsibility for staff development was placed with the Manager, Human Resource Management Systems and Staff Development. This position was half time until July 2001, when it was renamed and made full time. In 2000, a Director of Instructional Innovation and Faculty Development was hired. The time line below illustrates the changes in staff/faculty development since 1969.

FACULTY/STAFF DEVELOPMENT TIME LINE

1969-1985	⇨ Development through individual departments.
1985-1992	⇨ Staff Development Committee formed and one faculty member given release time to coordinate.
1992-1996	⇨ Half-time Staff Development Coordinator (Title III funds). ⇨ Title III Administrator has half time for faculty development.
July 1993-1996	⇨ Director of Staff Development becomes full time.
1996-December, 1997	⇨ Assistant Director of Human Resources responsible for staff development. ⇨ Assistant to Vice President for Academic and Student Services responsible for faculty development.
January, 1998-April 2000	⇨ Director of Human Resources responsible for staff development. ⇨ Full-time Director of Instructional Innovation and Reporting responsible for faculty development.
July 2000-2001	⇨ Manager, Human Resources Management Systems and Staff Development responsible for staff development. ⇨ Director of Instructional Innovation and Faculty. Development responsible for faculty development.
July 2001-Present	⇨ Full-time Staff Development Manager appointed. ⇨ Director of Instructional Innovation and Faculty Development responsible for faculty development.

Current Status and Effectiveness

Faculty development and staff development are not mutually exclusive. The staff development activities such as the college-wide holiday party and the President's Leadership Seminar involve faculty as well as other employee groups. Faculty members have representation on the staff committee that plans these activities. However, faculty development is more narrowly focused on at least three areas unique to faculty members: (a) the enhancement of faculty understanding and appreciation of the varying learning styles and readiness of different kinds of students, (b) the development and expansion of faculty teaching methodologies, and (c) the updating of discipline knowledge that the faculty member brings to the classroom. Thus, faculty development supports such activities as Process Education Training, conferences on the assessment of student outcomes, the Great Teacher Seminar, and seminars on the development and teaching of Internet courses. Working with the Director of Instructional Innovation and Faculty Development, a committee of faculty members oversees and directs such activities.

Faculty and staff development activities strive to uphold the College's core value of "excellence" by providing a wide array of opportunities for faculty members and staff to learn and perform to the fullest extent of their abilities and motivation. The scope of Faculty/Staff Development offerings detailed in the Resource Room is evidence of the institution's support of those striving for excellence.

Results of the NCA Self-Study survey seem to indicate that full-time faculty members perceive the value of development offerings as moderate to high with the exception of the "fall semester orientation programs." Among full-time faculty members, 79.1% attended the programs but perceived the value as being "low" to moderate (2.64/4). In contrast, 52.3% of staff members rate fall orientation offerings as "excellent" or "above" average. "Forty-three percent of the staff felt that staff development offers valuable programs with 69.2% rating the PDI workshops as the most valuable. Faculty members, full time and part time, responded that departmental in-service programs and employee orientation for new faculty members are of the highest value to them.

Faculty and staff members seem to be willing to participate in development activities, as evidenced by the fact that 91% of the full-time faculty members and 63% of the part-time faculty members have attended a professional workshop or seminar within the last five years. During the same time frame, 78% of the full-time faculty members and 46% of the part-time faculty members have attended a professional conference. Department in-service programs have been attended by 55.5% of the full-time and 28.3% of the part-time faculty members. In addition, 63.3% of staff members have attended a professional conference or workshop in the last five years. The lower participation level of the part-time faculty members could be attributed to the fact that many part-time faculty members also hold full-time positions elsewhere in the community.

Availability of Funds

A number of external resources are available for faculty development, including the Perkins III grant, the Workforce Development grant, the Advanced Technology grant, and the Higher Education Cooperative Act (HECA) Scholar Exchange Program. In addition, funds for faculty development are available from the College-wide education budget and the Illinois Central College Educational Foundation. Even with the various sources of funds, respondents on the NCA survey rated "Travel funds provided to you" as a 2.46/4. Even though the rating might indicate funding for development as insufficient, respondents rated their chair or supervisor as being very supportive (3.27/4). At the present time, faculty development monies are disbursed through department chairs, academic deans, and the Office of Instructional Innovation and Faculty Development. However, the total amount of money available to support faculty development given the distribution of funds throughout the College and the various internal/external sources for professional development may be unclear to faculty members. For staff development, external funding is available through the Advanced Technology grant as well as through the College-wide education budget and the Illinois Central College Educational Foundation.

Illinois Central College spent $745,000 sending faculty and staff to conferences, workshops, and other development activities in fiscal year 2001. This figure includes those monies expended for faculty and staff development from all funds, including state and federal grants. Ninety-one percent of full-time faculty reported attending a professional workshop in the last two years, and 78% reported attending a professional conference in the same time period. Sixty-five percent of full-time staff reported attending a professional conference, workshop, or seminar in the last two years.

Institutional Climate

The climate of the College is affected by many variables with one of them being the expectations for employees. As expectations were reviewed, determining how they fit into the College's core values, Mission, Purpose, and Philosophy was also important. Two documents, the 1999 Visioning Survey and the NCA questionnaires, were used. Because the College's core values are relatively new, making them known to everyone has taken effort. The questionnaire results seem to indicate that some progress has been made and there is more to do in this area. The majority of the respondents seemed to know what the core values are. Even though the Mission, Purpose and Philosophy of the College are posted in several sources, some groups were not sure where they "fit in." And although the questions regarding these areas had a majority positive result, it is disturbing that a very close second response was "don't know." In some cases, almost 50% of the faculty/staff could see no relationship between their positions, their supervisors', administrators', and the College as a whole and the core values, Mission, and Philosophy. In the NCA Self-Study questionnaires, the respondents were much more positive in their view of the College, their positions and, seemingly, the overall "health" of the organization than they were two years ago when questioned by the visioning committee. In the 1999 Visioning Survey, many of the faculty and staff members believed the implementation of the core values was "just a hype," but now most of them believe their work contributes to the core values which provide positive direction for the College. Furthermore, they believe that their service to the College contributes to the College's Mission, yet many employees remain unaware of the strategic planning process with only 47% knowing who develops the Strategic Plan. Only 41% of full-time faculty and 25% of full-time staff members report they have had input into long-range planning. With 75% of full-time staff and 95% of full-time faculty members very familiar with the College's Mission and Philosophy, it is understandable that 94% of the faculty members and 59% of the staff agree that the Mission and Philosophy represent the direction of the College.

Faculty and staff members feel that as they contribute to the College's accomplishment of the Mission, Philosophy, and core values, they are supported by the institution. Staff and faculty members are taking advantage of what the College has to offer in way of support by participating in development opportunities.

Activity	Full-time Faculty	Part-time Faculty	Full-time Staff	Part-time Staff
College-supported Travel	63.6%	6.2%	44.9%	23.4%
Orientation Week Activities	79.1%	53.1%	63.3%	37.5%
New Employee Orientation	45.5%	36.3%	42.9%	25.0%
Department In-services	55.5%	28.3%	36.7%	20.3%
Professional Conferences	78.2%	46.0%	65.3%	35.9%
PDI Programs	38.2%	29.2%	57.1%	31.3%
Cultural Event Tickets	28.2%	34.5%	28.1%	32.8%
Wellness Works Program	48.2%	23.0%	57.7%	46.9%

NCA Questionnaires

As in the 1999 Visioning Survey, faculty and staff members have some morale problems, but the situation is improving. For example, in 1999, many faculty and staff members said they distrusted and/or felt disvalued by supervisors and administrators. Now, 93.8% of the part-time faculty members and 90.0% of the full-time faculty members are comfortable discussing ideas with their supervisors, and 74.7% of full-time faculty members' supervisors "always/often" seek input from them when making decisions. Faculty recognition by administration was rated 3.01/5 by full-time faculty members and 3.65/5 by part-time faculty members. Although recognition exists, both staff and faculty members believe they need more recognition by the administration.

Faculty and staff members also realize that better communication between part-time and full-time faculty members, 3.31/5 and 3.27/5 respectively, as well as more interaction and more quality interaction between faculty members from department to department, is needed.

Communication continues to be an item for improvement at the College even though 57.8% of full-time faculty members, 72.7% of part-time faculty members, and 33.5% of staff members feel that internal communications at Illinois Central College are excellent to good. Still, administrators and decision makers need to have more sessions to communicate ideas and future plans to faculty and staff members. Technology could also continue to be used since e-mail was rated the most effective way of communication by 61% of full-time faculty members and 52.4% of full-time staff members.

Another way to communicate and help the College improve is through the evaluation process. The full-time faculty members, part-time faculty members, full-time P/S/S, full-time classified, and administration groups have procedures in place for regular written evaluations by supervisors. In addition, all of these groups, with the exception of the part-time faculty members, have procedures for self-evaluations. All part-time faculty members are, however, assessed by students in at least one class each year, and procedures for student assessment of nontenured full-time faculty are being piloted. Also, during the 1999-2000 academic year, supervisors and employees were asked to include professional development goals in all evaluations and self-evaluations. This appears to demonstrate a movement towards making evaluations developmental, rather than simply a list of accomplishments or a punitive measure.

The following information was received in response to the statement,

"I receive a written evaluation from my supervisor on a yearly basis."

> Full-time Staff (includes Administration, P/S/S, Classified, Carpenters)
>> 76% (149) marked "yes"
>> 24% (47) marked "no"

> Full-time Faculty Members
>> 97.3% (107) marked "yes"
>> 2.7% (3) marked "no"

> Part-time Faculty Members
>> 86.7% (98) marked "yes"
>> 13.3% (15) marked "no"

In contrast to the other employee groups, part-time P/S/S, part-time classified, and the Carpenters Union (full-time and part-time) do not have any requirements for written evaluations by supervisors.

However, in response to the statement,

"I receive a written evaluation from my supervisor on a yearly basis,"

the following information was received.

> Full-time Staff (includes Administration, P/S/S, Classified, Carpenters)
> 76% (149) marked "yes"
> 24% (47) marked "no"

> Part-time Staff (includes P/S/S, Classified, Carpenters)
> 40.7% (2) marked "yes"
> 59.4% (38) marked "no"

This would seem to indicate that while no formal procedures exist, a significant number of supervisors are providing their part-time staff with some form of yearly written evaluation.

In response to the statement,

"The feedback from the evaluation process is valuable to my professional growth,"

the following information was noted.

> Full-time Staff (includes Administration, P/S/S, Classified, Carpenters)
> 61% (116) marked "strongly agree" or "agree"
> 24% (46) marked "neutral"
> 15% (29) marked "disagree" or "strongly disagree"

> Full-time Faculty Member
> 76.4% (84) marked "yes"
> 23.6% (26) marked "no"

> Part-time Faculty Member
> 82.3% (93) marked "yes"
> 17.7% (20) marked "no"

Communication of evaluations helps all employees to strive for the College's core value of excellence.

Cultural Diversity Training

Illinois Central College has participated in a pilot project of "Train the Trainers" for the Cultural Diversity in Education Program. In the early 1990's, the Illinois Board of Higher Education and the Illinois Community College Board recommended that Illinois colleges and universities address the disproportionate graduation and retention rates for African-American and Latino students. The Boards also suggested that colleges and universities should evaluate whether or not their faculty members, administrators, and staff were effectively prepared to teach and to serve diverse student populations. As a result, the Cultural Diversity in Education Program was developed to assist faculty members, administrators, and staff in expanding their knowledge of multicultural education and intercultural communication so that they can transform curricula, pedagogies, policies, and services for a diverse student population. The program emphasizes the crucial relationship of comprehensive faculty/staff development in multicultural education to the increase of retention and graduate rates for culturally diverse and minority students.

The program is a seven-workshop series designed to increase faculty and staff understanding of how to create inclusive classrooms and educational climates for culturally diverse and minority students in both K-12 schools and higher education institutions. It is a cognitive-affective developmental model for educating instructors for long-term comprehensive cultural transformation of the classroom, the school, the college, and the university.

Because of the demand for the Cultural Diversity in Education Program, a pilot statewide project has been created to train faculty/staff teams from both Illinois community colleges and K-12 districts to facilitate the program at their schools and colleges. These teams also can serve as diversity education consultants to other Illinois K-12 schools, community colleges, and universities.

Illinois Central College is just one of eight community colleges and two K-12 districts participating in this pilot project in 2000/2001. The team of one faculty and one staff, completed training and began implementing the series of workshops in August 2001. As of October 2001, 73 employees had completed workshops one through three and workshop seven. The five-year plan is as follows:

YEAR ONE:
> Educate search committees and begin examination of college policies and procedures.
> Begin to execute internal informational presentations as needed.

YEAR TWO:
> Begin to educate faculty and staff (FT and PT).
> Assist with annual climate survey.
> Continue examination of policies and procedures.
> Begin dialogue with K-12.
> Be available to execute external information presentations as needed.
> Be available to execute special programs for students.

YEAR THREE:
> Begin educating K-12.
> All of the above.
> Year Four and Five:
> All of the above.
> Re-evaluate program.

Strengths

- Employment of two staff for professional development with adequate financial resources provided as support demonstrates recognition of the significance of the personal and professional growth of all College employees.

- Illinois Central College's weekly e-news includes a section on faculty/staff development where all employees have access to planned professional development opportunities.

- Ninety-three percent of full-time faculty members and 58% of part-time faculty members are actively involved with professional organizations.

- Both full-time and part-time faculty members perceive strong support from their department chairs for professional and personal development.

- Members of employee groups participate in the development of procedures for their respective group, and procedures are outlined in the handbook or contract.

- Emphasis in the evaluation process is moving towards an encouragement of professional development for employees.

- Departments such as English and Basic Studies include part-time faculty members in their in-service training and several have established an internal committee to address the needs of part-time faculty members.

- Illinois Central College has begun the Cultural Diversity in Education Program.

Opportunities for Improvement

- Participation of part-time employees, faculty members, and staff in professional development activities was less than that of full-time employees, and over 50% of full-time staff members indicated that programs applicable to their position were not offered.

- Some employees, especially part-time ones, feel their voices are not heard when they suggest change, and they feel they have little control over long-range plans.

- Part-time faculty members receive evaluations from their chair but do not have a procedure for self-evaluations while other employee groups do not have a procedure or training available for either self-evaluations or written evaluations by supervisors.

- The Affirmative Action Program is monitored by two staff members, the Assistant Director of Human Resources and the Employment Specialist/Cultural Diversity Facilitator, rather than by a full-time affirmative action officer.

- Lack of staff assigned to follow through and track employee recruiting efforts and policies and to provide exit interview data on departing employees seems to be evident.

Recommendations

- List the targeted audiences for all development activities at the College with each event notification.

- Consider alternate ways of providing faculty/staff development such as offering orientation week activities throughout the year, providing incentives, scheduling alternative training times and sites, and creating virtual programs.

- Create ways to survey staff members to determine what specific development opportunities are needed and desired to meet the goals for all employees. Information should be gleaned and distributed college-wide.

- Create ways to collect specific professional/development needs and interests of all employees.

- Consider conducting more open, cross-functional department, staff, faculty, and administration think-tank meetings to improve morale.

- Provide all supervisors and employees training in evaluation purposes and procedures and encourage all employee groups, both full and part-time, to establish an evaluation process whereby each employee completes a self-evaluation and receives a written evaluation from a supervisor as part of that process.

- Continue to offer inclusive leadership retreats for all employee groups and consider providing more than one to create greater opportunities for participation.

- Encourage the administration to recognize the willingness of both full-time and part-time faculty members to interact and to provide ample opportunities for this interaction.

- Increase representation of part-time faculty members on the Faculty and Staff Development Committees.

- Update the Affirmative Action Plan, assign a full-time Affirmative Action Officer to oversee it, and provide staff in Human Resources to monitor and track applicant information.