

Staff Development SWOT Analyses from Unit Plans – 2010-2015

STAFF DEVELOPMENT – 2010-2011

Strengths:

- The Staff Development/FLEX Committee has a strong “team spirit” with engaged participation from all constituency groups
 - that encourages open exploration from a variety of viewpoints and ideas.
- Local funding by the district in years no state funds available
- Individuals, groups, and departments can access funds to support a diverse array of self-identified professional development needs
- Created new timeline for grants to ensure that staff have timely access to potential funds 12 months out of the year
- Created and implemented “Caught in the Act” staff recognition program and in 2009-2010 created new "Spotlight" on Innovation Award to recognize groups who have collaborated to implement a worthwhile innovation
- Consistently communicates with campus community about on and off campus professional development opportunities
- Consistently seeks feedback to evaluate program offerings
- Reflection and Renewal opportunities to sustain the spirit of individuals and the campus
- Engaged faculty in identifying pre-approved FLEX activities by department that aligned with Chancellor’s office requirements
- Recognized for fully meeting Accreditation standard for this area in 2008 after having been written up as not fully compliant in 2002

Weaknesses:

- No technology trainer
- No designated clerical support for Staff Development (19 hour a week clerk is designated for FLEX program)
- Clerk II classification for FLEX Clerk is inadequate for job duties required
- Hours assigned to FLEX Clerk inadequate for job duties required
- Decrease in activities offered 2008-2009
- Perception that emphasis is more “touchy-feely” than skill enhancing
- Tendency for same group of staff to apply for grants and participate in workshops/retreats
- No intentional orientation for new committee members

Opportunities:

- Playing a key role in the exploration and development of a campus Leadership Program
- Collaborating with local community colleges in the "SanFac" consortium to facilitate increased professional development and leadership opportunities
- Use technology to highlight work of program, i.e. post grant awardee: “YouTube” summaries of how award has helped them better serve the campus/students
- Potential role in addressing issues related to the Staff Development Survey that emerge in the climate survey

Threats:

- Inconsistent valuing of professional development among managers that leads to inconsistent support for staff to participate
- Poor economy could impact funds available AND how we’re allowed to spend the funds that do exist
- Demands of Accreditation and planning crowding out equally necessary staff development geared toward individual growth, renewal, innovation and collegiality
- Demands of Accreditation, planning, and the condensed calendar limit the time and energy available for professional development
- Staff Development/FLEX office has moved twice in the last two years and will likely be moving again

STAFF DEVELOPMENT – 2011-2012

Strengths:

- Focus on Leadership Development has resulted in campus based Leadership Academy and creation of SanFACC mentor program.
- Leadership initiatives have engendered participation from all constituency groups
- The Staff Development/FLEX Committee has a strong “team spirit” with engaged participation from all constituency groups that encourages open exploration from a variety of viewpoints and ideas.
- Local funding by the district in years no state funds available
- Individuals, groups, and departments can access funds to support a diverse array of self-identified professional development needs
- Created new timeline for grants to ensure that staff have timely access to potential funds 12 months out of the year
- Continued “Caught in the Act” staff recognition program and in 2009-2010 created new "Spotlight" on Innovation Award to recognize groups who have collaborated to implement a worthwhile innovation
- Consistently communicates with campus community about on and off campus professional development opportunities
- Consistently seeks feedback to evaluate program offerings
- Reflection and Renewal opportunities to sustain the spirit of individuals and the campus

Weaknesses:

- No technology trainer
- No designated clerical support for Staff Development (19 hour a week clerk is designated for FLEX program)
- Clerk II classification for FLEX Clerk is inadequate for job duties required
- Hours assigned to FLEX Clerk inadequate for job duties required
- Tendency for same group of staff to apply for grants and participate in workshops/retreats
- Non FLEX Day workshops have difficulty finding a substantive audience

Opportunities:

- The newly awarded Title V grant provides additional resources to enhance and expand professional development activities.
- Continuing the campus based Leadership Program affords the college an opportunity to grow its own leaders
- Collaborating with local community colleges in the "SanFac" consortium to facilitate increased professional development and leadership opportunities
- The development of an online FLEX reporting system offered via a Portal would streamline faculty documentation and provide 24/7 access to their current FLEX obligation status

Threats:

- Inconsistent valuing of professional development among managers that leads to inconsistent support for staff to participate
- Poor economy could impact funds available and how we're allowed to spend the funds that do exist
- 16 week semester, and demands of planning and Banner implementation training may limit the time and energy available for professional development
- Staff Development/FLEX office will be moving for the 3rd time in 4 years

Unit's Strengths

- Focus on Leadership Development has resulted in successful 1st year implantation of campus based Leadership Academy and SanFACC mentor program.
- Leadership initiatives have engendered participation from all constituency groups
- The Staff Development/FLEX Committee has a strong "team spirit" with engaged participation from all constituency groups
 - that encourages open exploration from a variety of viewpoints and ideas.
- Local funding by the district in years no state funds available
- Individuals, groups, and departments can access funds to support a diverse array of self-identified professional development needs
- Continued staff recognition programs to highlight and encourage employee excellence
- Consistently communicates with campus community about on and off campus professional development opportunities
- Consistently seeks feedback to evaluate program offerings
- Reflection and Renewal opportunities to sustain the spirit of individuals and the campus
- Increased support from the Title V Grant allows for increased Coordinator and Clerk time to support all campus and faculty development initiatives
- As of July 2011, a full time Technology trainer was hired for the campus

Unit's Weaknesses

- Clerk II classification for FLEX Clerk is inadequate for job duties required
- The Title V grant has increased the FLEX Clerk position from 1/2 time to full time, however the enhancement of this position is not yet institutionalized
- Tendency for same group of staff to apply for grants and participate in workshops/retreats
- Few CSEA Staff apply for grants
- Surveys have indicated a desire to return to an overnight all staff retreat, however this has not be re-instituted due to concerns about external perceptions

Unit's Opportunities

- The addition of a new full time Technology Trainer will allow for ongoing in-house opportunities to improve and enhance job skills
- The Title V grant provides additional resources to enhance and expand professional development activities for faculty.
- Continuing the campus based Leadership Program affords the college an opportunity to grow its own leaders
- Collaborating with local community colleges in the "SanFACC" consortium to facilitate increased professional development and leadership opportunities
- The development of an online FLEX reporting system offered via a Portal will streamline faculty documentation and provide 24/7 access to their current FLEX obligation status
- The Student Success Task Force highlights the role of professional development in student success, and if there is a return to state funding, this could increase opportunities for meaningful, sustained staff development initiatives

Unit's Threats

- Inconsistent valuing of professional development among managers that leads to inconsistent support for staff to participate
- Poor morale in some areas of the campus may limit the desire and perceived benefit of participating in professional development
- Poor economy could impact funds available and how we're allowed to spend the funds that do exist
- New Student Success Task Force initiative could mandate limited uses for professional development funds and use of FLEX which could engender greater resistance to participate

- 16 week semester, and demands of planning and Banner implementation training may limit the time and energy available for professional development
- The upgrade of the FLEX Clerk position to a full time, 11 1/2 month position is due to Title V grant funding. If this upgrade is not institutionalized when grant funding goes away, the office will once again lose all Staff Development clerical support and the area will lose its ability to effectively and efficiently serve the campus.

Unit's Strengths

STAFF DEVELOPMENT 2013-2014

- The Staff Development committee has representatives from all campus constituencies and uses consensus to reach decisions
- The committee has proven to have a strong positive impact on the campus
- The committee offers a diverse product line that appeals to a variety of interests
- Coordination, organization, and clerical support of the Staff Development office is effective
- District funding continues to support self-identified individual and group grant projects
- The committee is very conscious of the need to maximize its budget
- Having a Technology trainer greatly enhances opportunities for skill development on campus and is being fully utilized
- The committee continues to search for new initiatives and does not sacrifice the quality of work even in the depths of a budget crisis
- Communication to the campus is clear, consistent, respectful, and effective
- The committee is committed to maintaining a multi-pronged focus, on job/skill development and professional/personal growth and renewal
- The committee is diligent about sending out annual needs surveys and evaluations for all offerings
- The 3rd year of the Leadership Academy has its most diverse cohort to date
- Reflection and Renewal opportunities to sustain the spirit of individuals and the campus continue to be offered

Unit's Weaknesses

- The support Clerk II job classification continues to be inadequate for the required job duties
- The Title V grant has increased the FLEX Clerk position from 1/2 time to full time, however the enhancement of this position is not yet institutionalized
- There is a tendency for the same people to apply for grants
- Few CSEA staff apply for grants
- Surveys indicate a desire for a campus wide overnight retreat that has not been able to be re-instituted due to perceptions of how it might appear
- There was no collegial campus wide social gathering due to low interest/morale
- There was a significant drop off in Staff Recognition stories/awards
- Some Staff Development initiatives are misunderstood as "touchy-feely," thereby limiting the potential number of participants and benefits of some offerings
- There is a need to connect the mission statement to student success
- The campus culture focuses on faculty development vs. classified and management development
- The classified staff on the committee do not have enough time to meet to discuss and plan CSEA events
- Technology equipment available is not sufficient to support new technology initiatives (i.e. Voice Thread...)

Unit's Opportunities

- Having a full time Technology Trainer allows for ongoing in-house opportunities to improve and enhance job skills
- The Title V grant provides resources to enhance and expand professional development activities for faculty even in the midst of reduced district support.

- Continuing the campus based Leadership Program affords the college an opportunity to grow its own leaders
- Collaborating with local community colleges in the "SanFACC" consortium to facilitate increased professional development and leadership opportunities
- The online FLEX reporting system continues to streamline faculty documentation and provide 24/7 access
- Serving on the statewide Staff Development Board (4CSD) enhances networking opportunities
- Partnering with colleagues on campus who receive and apply for grants could provide additional support for professional development
- The Student Success Task Force highlights the role of professional development in student success, and if there is a return to state funding, this could increase opportunities for meaningful, sustained staff development initiatives
- There is a depth of talent on the committee and on the campus from which to draw to provide professional development offerings

Unit's Threats

- Budget Crisis has resulted in reducing budget in ½ from 52,575 to 26,000
- The Staff Development/FLEX Coordinator release time has been reduced from 50% to 15% in the middle of the fall 2012 semester. While faculty development activities continue to have additional support via the Title V grant in three proscribed areas, the ability to coordinate FLEX and professional development for staff and managers is severely threatened.
- Alternative interpretations of the contract and shared governance purviews can make FLEX Day planning cumbersome and confusing.
- Inconsistent valuing of professional development among managers leads to inconsistent support for CSEA staff to participate in activities and to serve on the Staff Development committee itself
- Compressed calendar may limit time available to participate in professional development
- Fatigue due to loss of positions and increased workload may limit time/energy to commit to professional development opportunities
- In a holding pattern until the hire of the new President
- The upgrade of the FLEX Clerk position to a full time, 11 1/2 month position is due to Title V grant funding. If this upgrade is not institutionalized when grant funding goes away, the office will once again lose all Staff Development clerical support and the area will lose its ability to effectively and efficiently serve the campus.
- The classification of the FLEX/Faculty Development Assistant as Clerk II continues to be inadequate for the job duties required. If the current staff person moves to another position, it would be extremely difficult to find a ClerkII replacement capable of handling the actual job duties, which should be at a Clerk III classification at minimum.

Unit's Strengths

STAFF DEVELOPMENT

- The Staff Development committee has representatives from all campus constituencies and uses consensus to reach decisions
- The committee has proved to have a strong positive impact on the campus
- The committee offers diverse growth and training opportunities to appeal to a variety of interests
- Coordination, organization, and clerical support of the Staff Development office is as effective as possible with reduced district funding
- The committee is very conscious of the need to maximize its budget by asking grant recipients to share their training/products with the largest appropriate campus audience
- Having a Technology trainer greatly enhances opportunities for skill development on campus and is being fully utilized
- The committee continues to search for new initiatives with an eye to expanding efforts once funding is restored/increased
- Communication to the campus is clear, consistent, respectful, and effective

- The committee is committed to maintaining a multi-pronged focus, on job/skill development, professional/personal growth and renewal, fostering collegiality, and responding to emerging needs (i.e. Accreditation, SSI...)
- The committee is diligent about sending out needs surveys and evaluations for all its offerings
- Continues to support Leadership Development (currently in the 4th year of both the campus based Leadership Academy and participation in the SanFACC Mentor program.)
- Reflection and Renewal opportunities to sustain the spirit of individuals and the campus continue to be offered
- Has expanded focus to include division wide efforts
- Contributes to increased appreciation of diversity through support of "Unconscious Bias" and "Safe Zone Training" and division wide Strengths training
- With limited resources, creates proficient procedures to communicate funding and reimbursement processes to grant awardee

Unit's Weaknesses

- The support Clerk II job classification continues to be inadequate for the required job duties
- The Title V grant has increased the FLEX Clerk position from 1/2 time to full time, however the enhancement of this position is not yet institutionalized. If this does not happen, all non-FLEX related clerical support for Staff Development will disappear
- There is a tendency for the same people to apply for grants
- Few CSEA staff apply for grants
- Surveys indicate a desire for a campus wide overnight retreat that has not been able to be re-instituted due to perceptions of how it might appear
- There is a need to connect the mission statement to student success
- The classified staff on the committee do not have enough time to meet to discuss and plan CSEA events
- Technology equipment available is not sufficient to support new technology initiatives (i.e. Voice Thread...)
- When the LAC was planned, a permanent space for Staff Development that included an office, reception area, space to access virtual and hard copy resources, and an area for small group discussions/workshops was built into the blueprints and plans. Assessment took over this space, and despite the promise that the college would create a "Teaching Learning Institute" as a part of the Title V grant, the Staff Development program has not found a permanent home that offers the space and elements needed.

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Unit's Opportunities

- If the Professional Development recommendations in the Student Success Initiative are adopted, this could provide additional support and stable state funding to support campus and regional efforts
- Having a full time Technology Trainer allows for ongoing in-house opportunities to improve and enhance job skills
- The Title V grant provides resources to enhance and expand professional development activities for faculty even in the midst of reduced district support for another year and a half
- Continuing the campus based Leadership Program affords the college an opportunity to grow its own leaders
- Collaborating with local community colleges in the "SanFACC" consortium to facilitate increased professional development and leadership opportunities
- Serving on the state wide Staff Development Board (4CSD) enhances networking opportunities
- Partnering with colleagues on campus who receive and apply for grants could provide additional support for professional development
- There is a depth of talent on the committee and on the campus from which to draw to provide professional development offerings

- With a newly formed Distance Education committee, new opportunities for training may emerge
 - State initiatives (Proposition 39, MPICT trainings...) may offer additional growth possibilities for individuals and/or the campus at large
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Unit's Threats

- If the Professional Development recommendations in the Student Success Initiative are adopted, required activities could be so proscriptive that the campus' multi-pronged focus could be endangered
- Budget shortfalls resulted in a reduced budget - from 52,575 to 26,000
- The Staff Development/FLEX Coordinator release time has been reduced from 50% to 15%. While faculty development activities continue to have additional support via the Title V grant in three proscribed areas, the ability to coordinate FLEX and professional development for staff and managers is severely compromised and once the Title V grant goes away, program activities will be unsustainable with the current amount of release time.
- There is an ongoing pressure to give over FLEX Days to institutional proscriptions and work tasks vs. honoring the intent of promoting professional development
- Inconsistent valuing of professional development among managers leads to inconsistent support for CSEA staff to participate in activities and to serve on the Staff Development committee itself
- The compressed calendar and elimination of the "dead hour" limits the time available to participate in professional development
- Demands for planning and reporting (Internal planning cycle, Self-Study, SSI...) that are piled on top of existing job duties can lead to exhaustion, burn out, and depress participation in the very sort of growth activities that would otherwise be rejuvenating
- The upgrade of the FLEX Clerk position to a full time, 11 1/2 month position is due to Title V grant funding. If this upgrade is not institutionalized when grant funding goes away, the office will once again lose all Staff Development clerical support and the area will lose its ability to effectively and efficiently serve the campus.
- The classification of the FLEX/Faculty Development Assistant as Clerk II continues to be inadequate for the job duties required. If the current staff person moves to another position, it would be extremely difficult to find a Clerk II replacement capable of handling the actual job duties, which should be at a Clerk III or higher.