Addressing the Challenge of Credentialing in Professional and Organizational Development

Judy Witt and Judy Snyder, April 2010
Panelists:

**Judy Witt, Ph.D.**
Dean, School of Educational Leadership & Change
Fielding Graduate University

**Judy Snyder, Ph.D.**
President, NCSPOD
North American Council for Staff, Program and Org. Dev.

Director of Institutional Equity and Organizational Development,
Community College of Baltimore County
Our plan:

Examine the need for credentialing from several perspectives

Update Types of Credentials Available

Introduce the NCSPOD – Fielding Certificate Program

Facilitate sharing
SPOD

(aka PROFESSIONAL DEVELOPMENT)
“Professional Development”

Faculty development: Teaching Center Directors and Instructional Technologists

Staff Development: HR Specialists and Trainers

Program & Organizational Development: directors of over-arching programs
Ways of getting into SPOD:
Why Invest in Credentialing?

Provide the big picture
Employee retention
Start with best practices
Increase efficiency
Professional Development -- Community College Leadership Development Certificates

National Program Exemplars

State Programs

Local – Grow Your Own Program Exemplars
National Program Exemplars

ACE Leadership Programs

AACC Leading Forward

National Community College Hispanic Council

National Council on Black American Affairs
Leadership Program Activities

In an effort to strengthen American colleges and universities, the American Council on Education offers a series of leadership and professional development programs and activities. Among ACE's most notable leadership development programs and activities are:

Programs for Presidents

- **Presidential Seminars and Roundtables**
  ACE conducts periodic and ongoing seminars and roundtables on emerging topics of interest to presidents. For instance, The Leadership Network for International Education, a group of approximately 200 presidents and provosts committed to advancing internationalization on their campuses, meets annually to discuss the leadership role in internationalization. A series of seminars on technology strategy, co-sponsored by EDUCAUSE, was conducted in 2003-04. In 2004, a
Welcome to the Leading Forward Website

Welcome to the American Association of Community Colleges' Leading Forward Website. Whether you are a community college professional seeking to advance your career, a provider of leadership development education, or a researcher seeking more knowledge about community college leadership, we trust you will find this Website helpful.

Leading Forward Summit participants and other friends of community college leadership will find useful information about the Leading Forward project and a multitude of resources including publications and research, career services and professional development help.

AACC’s goal is to advance the field of community college leadership. We hope this Website becomes your “one-stop shop” for information about community college leadership. If you have suggestions for additions to this Website or concerns, please contact us.

AACC acknowledges the generous support of the W.K. Kellogg Foundation in the creation and maintenance of this Web site.

“There is no power for change greater than a community discovering what it cares about.”

- Meg Wheatley

Search our site

Quick Links

- Competencies
- Demographic Snapshots
- Leadership Briefs
- Growing Your Own Leaders
- Breaking Tradition

Events

- Event Calendar - Upcoming meetings and events relevant to community college leadership.
Welcome to NCCHC’s web site. The National Community College Hispanic Council was established over twenty years ago to prepare Hispanic leaders for America’s community and technical colleges. NCCHC is committed to delivering a quality leadership development experience that provides Hispanics in community colleges with an opportunity to continue their personal and professional growth.

Leadership development is a major issue across the nation in all sectors of our economy--especially for us in the community college--because of the impending crisis in presidential vacancies precipitated by the quickening pace of retirements.

As we enter our 21st year, it is rewarding to note that NCCHC has reached an organizational plateau. Our membership has grown steadily, and the annual symposium is well-established.

Today, the NCCHC board is continuously engaged in evaluating new strategies to strengthen our operational infrastructure and regularly seeks ways to increase membership, revenues and resources, and to increase participation in the NCCHC fellows program. We have been successful in developing new member services consistent with our mission, and to recognize excellence.
NEWS, INFORMATION & ANNOUNCEMENTS

UPCOMING

The 90th Annual AACC Convention will be held April 17-20, 2010, in Seattle, WA. The theme of the convention is Meeting the Challenge. Click here for more information.

National Council on Black American Affairs (NCBAA) Awards Breakfast will be held...
State Programs

Washington Educational Leadership Academy (WELA)

Louisiana Leadership Development Institute (LDI)
WELA: Creating Tomorrow's Leaders Today

Are you interested in updating your leadership skills and bringing new insights and knowledge about Washington State’s community and technical college system to your current position? Would you like to improve your written and spoken communication skills? Would you like help polishing your resume and building your interview knowledge?

Participants in the Washington Executive Leadership Academy (WELA) develop a valuable network of friends, colleagues and connections throughout Washington State’s community and technical college system, while learning about its administration. They develop relationships with the State Board for Community and Technical Colleges and learn about the legislative process. Successful college leaders share their talents and experience with the WELA cohorts.

Thanks to the vision of WELA’s sponsors, the program is set up to build future higher education leaders – a succession plan specifically for Washington’s community and technical colleges.

“

I attended the League for Innovation Leadership Academy and completed the doctoral program at Oregon State. WELA allowed me to experience a Washington State perspective in relation to community college leadership, which I did not have in the other program. I also appreciated the opportunity to network with other administrators in the state, including the unique experience of working with a state president as my mentor.

Ed Brewster, 2001 Foundation Class
President, Grays Harbor College

WELA Home Page
Leadership Development Institute, an LCTCS Program

DESCRIPTION

The LCTCS Leadership Development Institute is designed as a personal and professional development experience in order that staff identified as emerging leaders may explore their potential for leadership and receive career guidance in various college roles. The LCTCS LDI is a one-year leadership development experience, beginning in September.

Applications for 2009-2010 class are due Wednesday, July 15, 2009.

Click to download a copy of the 2008-2009 LDI Book

PURPOSE

The purpose of the LDI is to build and reinforce the organizational and leadership skills that employees need to foster student success in the community and technical colleges.

In addition, the LCTCS LDI proposes to help participants:

- Understand political and financial challenges
- Understand and lead educational reform/change process
- Identify the need for, plan and implement effective programs
- Engage in continuous learning.

OBJECTIVES
Local – Grow Your Own Program Exemplars

Maricopa Community Colleges Executive Leadership Advancement and Talent Management Initiative

Austin Community College

Spokane Community College
Executive Development Program
(First Class)

The Maricopa Community Colleges have announced the names of participants in the first class in the District's new Executive Development Initiative.

Top: Mark Mason, Chris Bustamante, Ed Kelty, Pattie Cardenas-Adame, Bill Guerriero, Daniel Corr, Clay Goodman
Bottom: Casandra Kakar, William Crawford, Deborah Kushibab, Linda Lujan, Steve Creswell, Paul Dale
Not pictured: Rodney Holmes

The 14 identified by the Chancellor's Executive Council to participate in the first year-long class are:

Chris Bustamante (doc), Vice President, Community Development and Student Services, Rio Salado
Dear CCS Community:

Seven years ago we embarked on an innovative journey by launching the CCS Leadership Development Program (LDP). This past year 19 of your colleagues devoted time in a learning community to work toward fostering Resilience in Uncertain Times (our theme for the year) and to hone their daily leadership practice.

In our ongoing commitment to providing professional development we will be selecting a new LDP learning community for the 2009-10 year. I want to personally invite you to consider applying for this opportunity. Next year’s theme is Leader Engagement and Renewal.

If you are selected as a member of the LDP learning community, you will be expected to attend the opening and closing retreats, as well as every monthly Friday Forum keynote and seminar. Since attendance is mandatory at all sessions, please make note of these dates before you apply for 2009-10.

- Opening retreat: October 15, 16, and 17 - from 9:00 a.m. to 4:00 p.m.
- Friday Forums: November 13, December 11, January 8, February 12, March 12, and April 9 - from 11:30 a.m. to 3:30 p.m.
- Closing retreat: May 13, 14, and 15 - from 9:00 a.m. to 4:00 p.m.
- LDP VII Graduation: May 21 - from 11:30 a.m. to 1:00 p.m. with reception to follow
Facilitating Faculty and Staff Development

League for Innovation - Facilitating Faculty Development course

International Activity: Republic Polytechnic in Singapore – Certificate in Facilitation

Fielding Graduate University - Evidence-Based Coaching
FACULTY DEVELOPMENT > CERTIFICATE IN FACILITATION

CERTIFICATE IN FACILITATION

The Professional Development in Facilitating PBL (Foundation) Programme is critical in helping faculty at RP effectively teach using principles of good teaching in the context of PBL. As part of their continuous development, staff will go through a facilitator certification process after at least 2 semesters of classroom experience in RP.

The certification process will entail faculty members submitting a teaching portfolio, doing a video recording of their facilitation in class and attending an interview by a certification panel. They will receive feedback about the quality and effectiveness of their facilitation as part of their professional development.

Portfolio requirements:

1. Please include the following in the cover sheet of your portfolio: Name, Department, Date of joining RP and List of PBL workshops you have attended so far.

2. Do a video recording of one of their classes (all 3 meetings). The video should show that the facilitator understands PBL facilitation through the application of appropriate facilitation skills. The facilitator must be able to demonstrate his understanding of PBL facilitation by being able to apply a range of skills necessary for effectively facilitating students’ learning. The understanding of facilitation will be assessed using the video and their explanations of their actions in the classroom.

   Facilitators are to observe at least 1 other certified facilitator prior to video recording of their class.

3. Review the problem which you facilitated for the class which was video-taped and write a short critique. The faculty member must be able to review the problem in terms of the critical facilitation issues that emerged when facilitating the problem. This review should be written up and if necessary elaborated on during the interview. Please attach the problem statement, scaffolding materials, 6P and facilitators’ sheet of that session.
Evidence Based Coaching Certificate

Coaching has exploded as a profession within the past decade in businesses, schools, and organizations. Now, the field of coaching is faced with the challenge of becoming more academically rigorous and research-based in order to continue effectively serving the global needs. In an increasingly competitive marketplace, being an evidence based coach provides professionals with a distinct advantage.

With this Evidence Based Coaching graduate certificate, you master the best techniques for face-to-face and distance coaching, and gain a deep theoretical understanding of how and why coaching works. Your courses explore the theory and research from which coaching has emerged, drawing from a variety of disciplines, including psychology, communication, and organization studies, together with current techniques and strategies in coaching.

You work with your student and faculty colleagues via face-to-face meetings, phone conferencing and online discussion. In the course of the next year, you will:

- Learn coaching strategies based on research and evidence
Module 1: Creating a Community of Learners
Module 2: Planning for Outcomes
Module 3: Active Teaching and Learning
Module 4: Moving Beyond the Classroom
Module 5: Teaching with Technology
Module 6: Assessing Teaching and Learning

Overview: How to Take This Course

Getting Results
A Professional Development Course for Community College Educators

Funded by National Science Foundation
Advanced Technological Education (ATE) Division of Undergraduate Education
Produced by WGBH @ 2006
Organizational Development – many certificates

New York State University School of Continuing and Professional Studies – Certificate in Leadership and Professional Development

Summit Learning Partners and DePaul University – Organizational Development Certificate

Fielding Graduate University – Organizational Development
Leadership and Human Capital Management

CERTIFICATE IN LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT

This certificate is designed to help students advance in their leadership development roles, internal organizational development, and change-management positions. For those in HR, this program rounds out their generalist skills.

Upon completion of the program, students have acquired:

- Facilitation and organizational diagnostic skills.
- Intervention design skills.
- Internal consulting skills.
- Leadership development skills.
- Change management skills.

This certificate is awarded to students who complete six courses—two core, three required,
The Organizational Development Certificate Program

SUMMIT LEARNING PARTNERS, LLC

Leadership Development * Organizational Learning * Strategic Change

The Organizational Development Certificate Program
Newly Revised!

Program offered in Cooperation with DePaul University

More than 1,000 OD Practitioners Certified Through Linkage!

Certificate Overview
The practice of organizational development—the focus on structures, systems, and processes that impact people and performance—has never been more critical. Organizations that aspire to greatness are increasingly turning to OD practitioners to help them get there. The newly redesigned Organizational Development Certificate with Classic and Advanced Track options can help you answer that call.

Program Curriculum
The curriculum is based on Linkage’s Organizational Design Wheel™. This model defines the characteristics common to high-performance workplaces.

Organization: Programs that define how high-performing organizations connect their resources to ensure the utmost levels of productivity.

Direction-Setting: Programs that help practitioners become business partners on critical issues—such as where is the organization heading, who should be leading it, and how the vision should be communicated.

People: Programs to guide practitioners through the methods and tools needed to drive a culture of performance and trust in order to optimize the organization’s capabilities.

Processes and Tools: Programs designed to help facilitate change initiatives that add direct value to the bottom line.
MA ORGANIZATIONAL MANAGEMENT AND DEVELOPMENT

Across the globe, businesses are seeking new and proven ways to create and manage organizational change and effectiveness. Change is a fact, not a fad, in our current work environment, and professionals need the skills to lead change that matters.

You already have hands-on experience with strategies that succeed and those that fail. Your experience, combined with the theory and practice taught in our online Master of Arts in Organizational Management and Development, gives you the skills you need to take your career to the next level. Whether in Hong Kong at 2:00 in the morning, or in New York at 3:00 in the afternoon, you can achieve your academic goals.

Within a community of other working adults, you engage in a collaborative online learning experience that is intimate, thought-provoking, and motivating. You independently study a challenging curriculum, while also experiencing a deeply rooted sense of community and shared learning.
Need for specific certifications for community college professional development: What to look for

Core curriculum
Accessible delivery model
Expert instructors and facilitators
Mentoring
Follow-up and networking
Success of certificate graduates
NCSPOD – Fielding Graduate U.
Certificate of Achievement
Overview
SPOD Practitioner Certificate Program

NCSPOD – Fielding Graduate University partnership

Competency based

- Five Core Competencies
- Individual Choice of Supporting Competencies

CEU eligible now; graduate credits in fall
Features:

Monthly virtual meetings and assignments
Mentorship component
Portfolio completion, based upon competencies
A great beginning for new practitioners
Fee of $100 to participate

The ADDIE Program Model

- Analyze
- Design
- Develop
- Implement
- Evaluate
Supporting Competencies

Organizational development
Staff development
Faculty development

Interpersonal relationships
Resource development
Rewards and recognition programs
Communication strategies
Use of technology
Program viability
Program Strengths

Accessible
Participants stay within their organizations
Designed around individual needs
Year-long
Low cost
Support structure built in
Program Requirements

Completion of assignments demonstrating competence
Regular contact with mentor
Monthly cohort participation (synchronous)
Facilitation of one cohort meeting
Completed portfolio
No announcements found.

April 06, 2010 - April 13, 2010

http://blackboard.valleycollege.edu
Conferences

April 9 - Establishing a Teaching/Learning Center
The archive for the April 9 cohort meeting is available here.

March 12 - Situational Leadership

January 16, 2009 - Orientation
The materials, including archived meeting from the January 16, 09 conference can be found here.

February 13 - New Faculty Learning Communities
Resources from the Feb. 13 webinar are here.

March 13 - Engaging Senior Faculty

April 3 - Successes and Challenges

May 8 - Kaplan University KALM
Documents

- **Portfolio Checklist**
  You may want to make this a "table of contents" for your portfolio.
  >>> [View/Complete Assignment: Portfolio Checklist]

- **Launching Your Own Staff and Organizational Development Program**
  **Launching Manual** (1.475 Mb)
  This manual may be helpful to you! I encourage you to begin with the program inventory.

- **Program Inventory - Electronic Version**
  **Launching Program Inventory** (356.8 Kb)
  There was a request to include an electronic version of the program inventory. Here it is!

- **Sample Portfolios**
  Portfolios submitted by prior participants

- **Quotes Presented at NCSPOD Mentoring Workshop**
  **Mentoring Quotes** (70.5 Kb)
Launching Your Staff, Program, and Organizational Development Program
Organizational Development

Faculty Development
Links to help you to support student learning. These will be very helpful if you are working in faculty development!

Survey Tools
How do you gain information from your organization? Some ideas are included here.

Training Resources
Where do you get training materials?

Sample Program Websites

Legal Issues

Using Technology Effectively
Resources for professional developers which utilize technology to track and deliver training

Situational Leadership
Survey Tools

- Zoomerang Survey Software (free basic survey tool)
- Survey Monkey (Free basic survey tool)
Assignments for May/June/July

Design
Share the design elements of the project on which you want to focus.

Discussion Board - Design
Share your project design with the group. I note that the discussion board has been quiet with this co-hort. You will find that the others may have some invaluable ideas to help you with your programming!

Reflective Practice - Design
Spend some time thinking about what you learned in this step.

Develop a Program or Activity
Once you have the basic concept of what is needed (Design,) it is time to get more specific. How will you develop the components needed to make the program successful? Consider both what you have and what you need, in terms of resources, materials, etc. Consider how you will attract your target audience.

Discussion Board - Develop
Once again, use this group as a valuable resource!

Reflective Practice - Develop
Design

Program Design

Now that you’ve got a pretty good sense (based on your work in the Analyze part of the program) of what kinds of outcomes you want to pursue, it’s time to look at how you will deliver programming to achieve those outcomes. You will need to determine what type of activity is involved. What delivery options should you consider? Who should you work with? Where will you find resources? etc.

This part of the program will ask you to choose a program or training event to work with, based on your needs assessment, program inventory, organizational culture and climate, and other factors you have identified. Work with your mentor! Review the competency worksheet and your personal profile to assist in your planning.

Project Design

Based on the information you gathered, it’s time to develop a program or an event. Describe the activity in terms of:

1. Training Goals
2. Audience
3. Resources Needed - people, money, materials
4. Delivery Methodology
5. Time Line

>> View/Complete Assignment: Project Design

Discussion Board: Share your Program Ideas!
Faculty Development

- Developfaculty.com
  Lots of resources for faculty development. You have permission to link from this site to your web site!

- Multimedia Educational Resources for Learning and Online Teaching

- Classroom Assessment Techniques

- Nine Principles of Good Practice for Assessing Student Learning

- Seven Principles for Good Practice in Undergraduate Education

- Educause - Faculty Development for the 21st Century
  A link to this article was recently posted on the POD listserv. You might find it useful as you develop your next 3-5 year plan.
**Introductions**
Please take a few minutes and introduce yourself to the group. Share a little about yourself, your organization, your role in professional development, and if desired, your picture!

**Conference Follow-Up**
This forum will be used to continue the discussions from the conference calls we hold each month.

**Resource Recommendations**
Have you found interesting books, videos, etc. that might be useful within POD programs? Here's your chance to share!

**NCSPOD 08**

**Needs Assessment**
Use this area to discuss issues related to needs assessment.

**Program Design**
The second core competency has to do with designing your programs and activities. Share your thoughts, concerns, and wisdom with your cohort!

**Program Development**
Share your information. How is the development of your program going? What resources are you using? Do a web search for programs that share common themes. What can you learn from them?
Other NCSPOD Assistance
NCSPOD Institutional Membership

A small investment of dollars yields greater return in savings

An association strictly for PD of practitioners

CASE method saves time
For Your Investment ($350/ year)

Unlimited number of members may have access to resources

Partner savings; Journal of Faculty Development

Access to awards and international recognition
Benchmarking

Diminished start-up time

“Sharpen the blade”

Diminish need for external consultants – develop your own

Recognize and reward staff by investing in their professional development

...intangibles
Questions?

www.fielding.edu

www.ncspod.org