

Investing in People: Our Goals Today

- To help understand better who the staff are (scholars, tradespeople, laborers, skilled professionals, teachers--much more diverse body than is the faculty)
- To consider how to use professional/personal development to strengthen the institution and further fulfill its mission
- To agree on language for staff professional development, its purpose and intended outcomes (so that this language can guide and broaden our thinking and action)
- To discuss how management training for supervisors could help embed professional development into our processes, staffing, etc.
- To discuss how to be mindful of obstacles, real or perceived, that inhibit our people from embracing their own personal/professional development and wellness.

Quick Update on Staff Forum

- Changes in Staff Advisory group (team leadership)
- Meetings will be scheduled well ahead of time, look different--be more intentional in our processes to facilitate deep discourse (post on portal--agendas, minutes)
- Add function to improve morale (fellowship, rewards, etc.)

A Proposed Definition of Professional Development:

- *The engagement in on-going activities that help the employee grow in terms of performance, satisfaction, career status, and personal wellness recognizing that personal and professional growth and fulfillment are interrelated in such a way as to help the individual reach one's highest potential.*

Language

- **Great Commitments**—from the **Preamble**:

The Berea experience nurtures intellectual, physical, aesthetic, emotional, and spiritual potentials and with those the power to make meaningful commitments and translate them into action.

*7th Commitment--To maintain a residential campus and to encourage in all members of the **community** a way of life characterized by plain living, pride in labor well done, **zest for learning**, high personal standards, and concern for the welfare of others.*

- **2011 Strategic Plan (*Being and Becoming*):**

Four sets of learning goals: .."*all members of the community, from residence hall staff and facilities management workers to administrators and secretaries, must attend to these learning goals.*"

The learning goals address a wide variety of topics including critical and independent thinking, **the intellectual ability to enjoy a life of learning** and the arts, spiritual development, service for the public good, environmental sustainability, technology (its benefits and limitations), global citizenship and the promotion of peace, and the interconnection among cultures

- **Charge of Berea College Staff Forum:**

To strengthen the institution and its staff by recognizing, encouraging, and supporting a high level of professionalism in its workers and policies/protocols/practices.

*To help create a culture of civility, equity, productivity, **wellness**, and high morale for all who work and study at the College.*

- **Workplace Expectations (part of evaluation system):**

Workers are expected to **Exhibit Enthusiasm for Learning**, striving to learn and to grow both intellectually and **personally** so **everyone is a learner** and everyone is a mentor.

Sample Indicators:

- Learns new things in various ways, both formal and informal, that assist in **professional and personal** growth.
- Demonstrates and applies newly learned skills and abilities.
- Shares knowledge in useful ways with co-workers.
- Contributes to a workplace environment that encourages continuous learning.

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First Steps:

- Adopt definition of professional development and communicate to staff.
- Provide managers direction/training

Next Step?

To infinity and beyond...Buzz Lightyear

Concerns/Issues

Wellness issues (survey results indicate time issues, reports from staff):

Rodney: *Are current practices (regarding professional development) and the distribution of resources **equitable and accessible** by all? Based on our (staff) survey results and community conversations, that is apparently not the case for all. My assumption is that the more “professional” your responsibilities, the more readily you engage in professional development. Survey results implored us to reconsider what constitutes professional — as a narrow definition could effectively exclude portions of our staff.*

*Should we have protected time that they are empowered to employ **personal choice** in deciding how it should be invested in their self-directed development? Do we believe employees are able to manage themselves and make appropriate choices with regard to effective use of a development allocation? Each layer of required approval diminishes the agency and empowerment that having such choices may promote among our community.*

Others: