

PROFESSIONAL DEVELOPMENT PROGRAMS: MAKING THE CASE FOR INVESTING
IN SUPPORT-STAFF AT A PRIVATE, UNDERGRADUATE INSTITUTION

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ABSTRACT

The purpose of this study was to determine whether support-staff at Concordia College feel valued by the institution and whether they perceive that workplace satisfaction will improve with the creation and implementation of a professional development program.

A survey was conducted and responses were analyzed based on comparisons of the mean, frequency, and correlation, as well as an evaluation of written responses.

There were no significant differences found between support-staff in academic departments and academic administrative offices in terms of level of satisfaction, feeling valued, or the perceived impact of a professional development program.

Overall, support-staff perceived that a professional development program would improve their workplace satisfaction, ability to take on new responsibilities, and retention at the college.

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CHAPTER 1: INTRODUCTION

Research suggests professional development contributes to higher levels of job satisfaction, retention and engagement (Society for Human Resource Management, 2012; Bailey, 2008). However, there is little evidence to indicate that higher education institutions have made investments in professional development programs for all types of employees. This research paper will address the benefit of investing time, energy, and resources into creating professional development opportunities for support-staff in higher education.

The cohort utilized for this research included support-staff at Concordia College in Moorhead, Minnesota. Concordia College is a private, four-year, liberal arts institution, affiliated with the Evangelical Lutheran Church of America. Its mission is “to influence the affairs of the world by sending into society thoughtful and informed men and women dedicated to the Christian life” (Concordia College, 1962). Focused on lifelong learning and engagement in the world, Concordia provides numerous opportunities for students to learn and grow but, as with many institutions of higher education, tends to focus primarily on faculty professional development opportunities.

Concordia provides funding for faculty to attend professional conferences and offers a number of professional development workshops throughout the year. Support-staff have two, half-day in-service opportunities that are designed to meet the needs of staff throughout the college, regardless of their job type or level of responsibility. Because the academic program is the basis of a college or university’s mission, it may be understandable that faculty would receive the most attention, resources, and energy regarding professional development when in a higher education setting. However, personal conversations suggest the support-staff at Concordia College feel as though their work is not appreciated and that their contributions are not important to the institution. There have been an increased number of concerns voiced by administrative and

support-staff related to declining morale, a lack of professional development, policies that are not employee-friendly, and a need to recognize the important contributions support-staff make to the campus community. The longer those concerns go unaddressed, the more challenging it becomes to encourage support-staff to learn, grow, and engage in their work at the college.

Over the last several years, it has become evident that the academic support-staff do not feel as though they have a mechanism through which to be heard. Their supervisors are often faculty department chairs who typically rotate into the positions on a three-year term. As a result, the department chairs are often unaware of the benefits, policies or regulations related to an hourly support-staff position. As concerns arose, support-staff sought counsel from Human Resources but, were directed toward Academic Affairs for guidance. Academic Affairs, primarily focused on faculty and student issues, left support-staff feeling unheard and underappreciated. After this frustrating cycle was repeated for a number of years, the Director of Budgets and Planning, an administrator in Academic Affairs, decided to form the Concordia Academic Staff Steering (CASS) Committee the fall of 2012 to begin to address these issues.

The committee was initially formed by nomination of one support-staff member each from the library, the office of the Vice President for Academic Affairs (VPAA), and three academic divisions: Sciences and Mathematics, Humanities, and Professional Programs and Communication Studies. The committee's primary purpose is to serve as a resource to support-staff across Academic Affairs at Concordia College. It seeks to create opportunities for support-staff to become more engaged in the campus community and to participate in conversations around policy and institutional decisions. They understand the challenges related to morale and strive to encourage and recognize the accomplishments and contributions of their colleagues.

The CASS committee began its work by creating statements around their mission, vision, and values (see Appendix B) which are representative of the concerns of the larger group of academic support-staff. Their next effort was to respond to the College's Strategic Plan (see Appendix A). The plan was initially shared with the campus the fall of 2012 along with an invitation from the President for feedback, thoughts or questions. This plan included a very specific section related to employees, their involvement in the mission of the college, compensation levels and professional development; however, it was not specifically about support-staff. The CASS committee used this opportunity to highlight their current roles on campus and to suggest ideas for further involvement in the campus community. The response to the College's Strategic Plan was initially submitted to the VPAA for consideration and was subsequently incorporated into the Academic Affairs strategic plan initiatives.

The committee identified goals in four distinct focus areas (see Appendix C) including professional development, service, employment issues, and recognition. These four focus areas align very well with the strategic goals of Concordia College (see Appendix D) and will serve as the foundation for a more comprehensive plan for professional development initiatives.

The committee conducted a survey in the fall of 2012 (see Appendix E) to identify professional development interests among academic support-staff. The survey responses helped guide the committee in planning initial professional development opportunities for support-staff during the 2012-2013 and 2013-14 academic years.

Statement of the Problem

The purpose of this study is to determine whether Concordia College's Academic Affairs and Student Affairs support-staff feel valued by the institution and whether they perceive that workplace satisfaction will improve with the creation and implementation of a professional development program.

Research Questions

This study attempted to answer the following questions:

1. Do support-staff in Academic Affairs and Student Affairs feel valued in their roles?
2. Do job satisfaction levels vary between support-staff in Academic Affairs and Student Affairs, and if so, how?
3. Do job satisfaction levels vary between academic department support-staff and administrative support-staff in Academic Affairs, and if so, how? (see Appendix F for a list of academic and administrative offices in Academic Affairs)
4. Do support-staff in Academic Affairs and Student Affairs perceive that a professional development program will improve their level of overall job satisfaction?

Significance of the Study (Problem)

A lack of professional development may contribute to low morale, high rates of turnover and minimal levels of employee engagement. Effort to include, engage, develop and retain employees may result in increased productivity, and overall job satisfaction.

Presently, support-staff are distinct from administrative staff and faculty by their titles, employee classification, salary ranges, and professional development opportunities, but also by their lack of inclusion in many campus-wide activities. Perhaps the lack of inclusion is not intentional; perhaps it is based on an assumption that support-staff are not interested in the academic life of the institution. Regardless, support-staff have begun to communicate their frustration with feeling as though their contributions to the college do not matter. However, Concordia College has a new strategic plan, *Whole Self, Whole Life, Whole World* (Craft, 2012; see Appendix D) that calls the institution to examine the role each person plays as individuals

and as part of a larger community. Based on this, support-staff need to not only be invited and included but engaged and integrated into the college community.

There are over 300 benefitted support-staff at Concordia College with multiple classifications such as building services, trades, office support, or seasonal coaches. They work within different divisions of the institution, and because the support-staff have such different job responsibilities, it is important to narrow this study down to a specific type of support-staff with similar duties. This study will focus on hourly support-staff working as administrative assistants, secretaries, or office managers within academic departments, Academic Affairs administrative offices and Student Affairs.

A preliminary needs assessment survey, conducted in 2012, confirmed that a desire for professional development exists among the academic department and Academic Affairs administrative support-staff in Academic Affairs (see Appendix E). The work of the CASS committee has begun the implementation of various professional development activities. This study attempts to demonstrate the significant impact an intentional professional development program might have on employee engagement, workplace satisfaction and retention.

Definition of Terms

Employee engagement: involves people integrating themselves emotionally, physically and cognitively to their professional work within an organization (Kahn, 1990).

Empowerment: is created by developing an atmosphere in which employees feel able to change their situation or work environment, regardless of their leadership status (Schermerhorn, Hunt & Osborn, 2005).

Distributed leadership: is a model which is based on characteristics such as empowerment, accountability and decision-making partnerships to lead or change an organization (Kezar, 2012; Schermerhorn et al., 2005).

Grassroots or bottom-up leadership: “refer(s) to efforts to create change led by those without formal authority” (Kezar, 2012, p. 728) and “emphasizes the actions of those who wish to create change or challenge the status quo, but are not in positions or roles that have the power to easily and directly create change” (Kezar, Bertram Gallant & Lester, 2011, p. 132).

Job satisfaction: indicates how employees feel regarding their work (Schermerhorn, et al., 2005).

Organizational culture: is the common set of values that members of an organization believe to be important (Schermerhorn et al., 2005).

Perception: is a process in which information is gathered, understood and reflected upon by an individual (Schermerhorn et al., 2005).

Program evaluation: is the process used to determine the effectiveness of a program; it may provide information regarding the design, implementation, or outcomes (Caffarella, 2002).

Professional development: is an activity or program designed to encourage growth and development in areas related to one’s career interests (Schwartz & Bryan, 1998).

Transfer of learning: is the ability to use what has been learned in one setting and apply it to another situation or set of circumstances (Caffarella, 2002).

Limitations (of the Study)

1. This study focuses on support-staff working in an office setting in academic departments, Academic Affairs administrative areas, and Student Affairs.
2. All support-staff currently in academic departments, Academic Affairs administrative offices and Student Affairs are women.

Delimitations

1. Due to the length of the study, a post-implementation analysis of a comprehensive professional development program will not be completed. The CASS committee has begun the implementation of various professional development activities; however, it will take a number of years to implement a comprehensive program completely. This study will focus on the perceived impact of professional development opportunities.
2. This study is focused on participants' perception of implementation rather than an evaluation of the program's effectiveness.

Assumptions

1. It is assumed that all respondents understood that the survey instrument was to determine the perceived implications of a new program and not to evaluate existing programs. Previous surveys have been used to request information regarding individual activities in order to evaluate their effectiveness, to conduct a needs assessment, and to evaluate the overall campus climate. Thus support-staff have become accustomed to responding to the survey requests and carefully reviewing the invitation or introduction in order to understand the purpose of the survey.
2. It is assumed that respondents feel confident in the anonymity of the survey and have answered questions honestly. Previous requests for feedback indicate support-staff have not been concerned about their anonymity being maintained. Because this survey poses minimal risk, it is not expected to be a concern.

Organization of Chapters

This study is organized into five chapters. Chapter 1 provides an introduction to the study, a statement of the problem, identifies research questions, explains the significance of the

study, defines relevant terms, and lists limitations and delimitations of the study. Chapter 2 provides a review of related research and literature relevant to the study. Chapter 3 describes the methodology, process for reviewing literature, population and sample, instrumentation, data collection, data analysis, and a summary. Chapter 4 discusses research results and Chapter 5 provides recommendations from the study.

CHAPTER 2: REVIEW OF SELECTED/RELATED LITERATURE

History of Professional Development in Higher Education

Professional development is defined in numerous ways, varying from person to person and depending significantly on the type of profession. The term *professional development* “generally refers to in-service continuing education, or staff training, designed to enhance the competencies, skills and knowledge of individuals and to enable them to provide better services to their clientele” (Beeler, 1977 as reported by Schwartz & Bryan, 1998, p. 5). Specifically, however, professional development for support-staff in higher education is a topic with a very limited selection of resources for this group of professionals (Graham, 2009).

Student affairs professionals, librarians, and nurses seem to have well defined programs and, of course, faculty development research is extensive; however, very little research has focused on the needs of the general staff that make up a large percentage of higher education employees. It is recognized that their “knowledge, skills, attitudes and performance [directly impact] the quality and effectiveness of university work” (Graham, 2009, p. 175). Be it clerks in the business office, support-staff within academic departments or the variety of general support-staff working throughout an institution, very little effort seems to be made on developing, recruiting or retaining these essential employees.

One division in higher education that has found some success in professional development is Student Affairs. This division has gone to great lengths to develop programs for their variety of staff, considering the specific types of employees and various stages of development within the profession (Harned & Murphy, 1998). “Although a relatively new profession, Student Affairs has a strong tradition of training and specialized education” (Schwartz & Bryan, 1998, p. 4). Programs specific to all different areas within Student Affairs

have been created on regional and national levels as well as within single institutions, making a significant effort to prepare support-staff for the challenges that lie ahead that particular year or because of the newest trends or research in the profession. They routinely and intentionally equip their support-staff to meet various institutional goals related to student learning and success.

Professional Development in Higher Education vs. Business and Industry

The literature reminds us repeatedly, *people* are a company's most valuable asset (Drucker, 1999). They allow a business to meet goals, make sales, develop relationships with clients, and the list goes on; regardless of the industry, people make the difference. While higher education does not like to see itself as a business, at its core, it is a place where money is exchanged for the opportunity to learn.

In addition to people being the greatest asset, they are also the most expensive liability, especially in higher education. According to an issue paper by Dickeson (n.d.) "75 percent of the costs to run a college are related to personnel expenses, including benefits" (p. 1). The cost to rehire employees can be up to 50% of an employee's salary, which does not include the valuable experience and knowledge that is lost in this turnover (Allen, 2008). This makes the case for professional development as an employee retention strategy even stronger.

The investment made in employees is not just about the bottom line, it is about the institutional mission and values. Concordia College's mission is to educate students and prepare them to make a difference in the community and influence the affairs of the world. Why should that not also apply to the support-staff and other employees of the college?

The learning function can play a significant role in providing people with solutions that address critical business drivers such as retention, leadership development, operational

effectiveness, employee motivation, and workforce performance. Aligning employees with the goals of the organization leads to individual commitment, improved culture, and positive financial results. (Bailey, 2008, p. 48)

Clearly, the unique mission of Concordia College, which goes beyond the basic education of students, could provide a framework within which the institution could consider how to engage employees in meaningful ways.

Recognizing the financial situation of higher education in this nation and the ever increasing costs (Fischer, 2011; Kiley, 2013), employees should be considered a worthwhile investment – both financially and in appreciation of their significant contribution to the institution.

Campus environments must be supportive of the development of human capital, especially the staff recruited to carry out the mission of the university. We must spend money wisely, carefully examine how we conduct our work, and develop an extended view of how staff grow personally and professionally. (Bryan & Schwartz, 1998, p. 95)

Careful investment in valued employees will provide a long-term benefit to the institution as well as the students it serves.

Changing the Culture of an Organization

Implementing new ideas, starting programs, and adding activities may all be part of a solution to professional development in higher education; however, the bigger challenge is changing the culture. “Changing the culture of an organization to value well-trained employees is a slow process, but it is a key component of a successful staff development program” (Craig, 2001, p. 18). The fact is there are no easy answers or quick solutions to changing the culture of an institution. Whether it is top-down or bottom-up leadership it takes time, effort and

dedication. Distributed leadership models provide a framework for creating opportunities for collaboration and team work within an organization. They focus on interaction across various levels and divisions of the organization and are often more successful in reaching the organizational goals (Harris & Spillane, 2008). “Therefore, empowering other individuals to play a leadership role and make decisions is important for organizational functioning and success” (Kezar, 2012, p. 731). Providing opportunities for support-staff to take on leadership roles would certainly begin to impact the culture of the organization.

Kezar, Bertram Gallant, and Lester (2011) include a number of ways to consider the task of organizational change in their 2011 article, “Everyday people making a difference on college campuses: the tempered grassroots leadership tactics of faculty and staff”. They propose a bottom-up, grassroots effort to address the issue and implement change. This is not to underestimate the challenge; “because of the tremendous pressure to meet the needs and concerns across campus, grassroots leadership efforts may go untapped” (Meyerson, 2003 as reported by Kezar et al., 2011, p. 129). Few studies have been done regarding grassroots or bottom-up leadership initiatives, but the anticipated results are exciting as the focus changes from leadership in higher education to leaders (Kezar et al., 2011). Those who may not have been given any specific authority regarding areas such as professional development may feel more empowered to take on the challenge because of the potential impact on the organization (Kezar, 2012).

Workplace Satisfaction and Employee Engagement

Employee engagement is a critical component in building a positive, productive, and healthy organization. Employees who are physically, cognitively, and emotionally engaged are “connected to others in the service of the work they are doing in ways that display what they

think and feel, their creativity, their beliefs and values, and their personal connections to others” (Kahn, 1990, p. 700). This environment can be provided if the support-staff are able to have a sense of ownership and influence over the work they do. “Engaged employees work with passion and feel a profound connection to their company. They drive innovation and move the organization forward” (Gallup, 2005, p. 1). In a recent Gallup study, “. . .an engaging work environment boosts the odds of high wellbeing regardless of workplace policy. What matters most is employee engagement” (Robinson, 2012, p. 1). Employees need opportunities to see the results of their work and the difference it makes in the organization.

A commitment to employee satisfaction and engagement will contribute to the improved culture of the organization. “Low engagement and job satisfaction can contribute to multiple organizational problems and have been associated with increased levels of turnover and absenteeism, adding potential costs to the organization in terms of low performance and decreased productivity” (Society of Human Resource Management, 2012, p. 49). Leadership must address the needs of employees to ensure current and future success of the organization.

Components of a Comprehensive Program

Concordia College’s strategic plan (see Appendix D) states Concordia should be a place of thoughtful reflection, engagement in community and the world, making a difference in the lives of students and working toward excellence in each aspect of employee’s lives. These initiatives require the creation of a more comprehensive plan that not only meets the short-term, day-to-day operational needs, but one that considers the whole person (Bailey, 2008).

The list of possibilities to include in a comprehensive program may seem endless, but it is important to focus on the learning outcomes of the program, and in Concordia’s case, to connect this program back to the mission of the committee (see Appendix B), the mission of the College, and the College’s strategic plan (see Appendix D). With the underlying goal being an increase in

retention, engagement, and overall workplace satisfaction, it is important to consider the programmatic areas employees would consider critical to their own lives and development. Gallup studies exploring elements of wellbeing have identified five categories most people consider essential: career, social, financial, physical, and community (Robinson, 2013). Identifying areas of interest for personal and professional growth, creating mentoring relationships, and self-reflection are all components to creating an environment for successful development (Bryan & Schwartz, 1998).

Ideally, this is achieved with an integrated approach rather than on an individual basis. This does not mean a one-size-fits-all solution is the answer, but it is necessary to have multiple inputs, comprehensive goals and collaborative projects that will engage staff and supervisors alike in developing the future of the organization (Winston, Jr. & Creamer, 1998).

The ADDIE Model: A Framework for a Comprehensive Program

A comprehensive professional development program for support-staff can easily become an overwhelming initiative. However, if an instructional systems design (ISD) process is considered, it is much easier to imagine a more systematic approach to accomplishing such a goal (Gagné, Wager, Golas, & Keller, 2005; Sink, 2008).

The ADDIE model is a well-known example of an ISD and can provide an organizational framework to create a comprehensive plan for professional development; it can also be used as a model for specific trainings offered within the program. The components of the ADDIE model include: analysis, design, development, implementation, and evaluation. While it might be assumed to be a step-by-step approach to program development, it does not necessarily require a linear process (Gagné et al., 2005; Sink, 2008).

The *analysis* phase is an opportunity to “determine the needs for which instruction is the solution” (Gagné et al., 2005, p.22). It is common to conduct a needs assessment to identify the skills and abilities of the learners and to better understand the perception of support-staff and supervisors regarding those needs (Caffarella, 2002; Cochenour & Kruger in Avery, Dahlin, Carver & Dahlin, 2001; Gupta, Sleezer & Russ-Eft, 2007; Kratz, 2001). Surveys, interviews, focus groups, and observations are all examples of approaches to gathering this initial information about needs, interests and goals (Gupta et al., 2007).

The *design* phase encompasses goal setting, determining outcomes for the program or training, the creation of learning activities that support the instruction and the development of assessment plans to evaluate effectiveness. Ascertaining what learners should know, do, and understand as a result of the program will help define the learning objectives for each individual training (Gagné et al., 2005).

“*Development* refers to the preparation of materials to be used in the learning environment” (Gagné et al., 2005, p. 31). This phase includes creating a new curriculum or revising an existing one to meet the needs of the learners. During this time, it is critical to understand how adult learning styles will impact the delivery methods used in instruction.

Developing Adult Learners. Adults, like traditional students, have different approaches to learning (Jurow, 2001). Useful tools, such as Kolb’s Learning Style Inventory might provide a helpful understanding of students’ learning preferences. This inventory “classifies learning styles into four different categories: accommodators, divergers, convergers, and assimilators” (Merriam, Caffarella, Baumgartner, 2007, p. 408). Understanding this about individual learners is helpful both for the facilitator and the student and would be an important consideration in course development.

Malcolm Knowles' adult learning theory describes how adults often like self-directed learning, their personal experience plays a significant role in how they use the new knowledge in their lives, they appreciate just-in-time learning that serves a purpose or meets a need they have (Knowles, 1990 as reported by Trotter, 2006), and they "seek learning experiences that will help them meet internal needs" (Jurow, 2001, p.7). Knowles' adult learning theories provide a number of assumptions about adult learners that may also be useful:

- adults were motivated to learn as they experienced needs and interests that the learning would satisfy;
- learning for adults was lifelong;
- experience was the main resource for adult learning;
- adults had a need to be self-directed in their learning;
- individual differences among people increased with age. (Knowles, 1990 as reported by Trotter, 2006, p. 11)

This adult learning theory will be especially helpful in designing a comprehensive professional development program for adult learners in various stages of their lives and careers.

Student Development Theory. Student development theories are also useful when considering aspects of Student Affairs that can be applicable to professional development across the institution. Kolb's learning styles and Sanford's challenge and support theory are just two examples (Jones & Abes, 2011). The challenge and support theory states that "students need an optimal balance of challenge and support for development to occur" (Jones & Abes, 2011, p. 153). Using this theory, a professional development program should also provide opportunities for growth and the support needed to achieve those professional goals.

Generational Differences. Another consideration for program development is the generational differences in employees and how that impacts their work style, career goals and interest in professional development. Technology and communication styles are two of the most obvious differences among the generations (Cekada, 2012) in addition to their learning style preferences. As a result, professional development programs must be structured in such a way that they meet the needs of different generations of employees by providing different approaches to learning and development.

The Silent Generation, also known as Traditionalists or Veterans were born prior to 1945 and are considered loyal, disciplined and knowledgeable. They prefer traditional classroom learning methods and are less interested in the use of technology; instead their work experience informs their learning and they want the training to be relevant to the work they are doing (Cekada, 2012; Lancaster & Stillman, 2002; Zemke, Raines, & Filipczak, 2000).

Baby Boomers were born between 1946-1964 and are optimistic, competitive and dedicated to their work. The ultimate reward for them has been a high salary, corner office, or impressive title; however, as their aging parents require care and their children and grandchildren are growing up, time has become more valuable. The ideal learning environment for baby boomers would include an organized presentation, a video, or opportunities for discussion (Cekada, 2012; Lancaster & Stillman, 2002).

Generation X (Gen X) employees were born between 1965-1980 and are characterized as being independent, resourceful, and adaptable. They grew up as 'latchkey kids' with both parents working and watched as economic changes resulted in job insecurity. As a result, they are always prepared and ready to move on to the next job. They do not want to feel tied to their job and want to find balance and freedom in their life. The learning preference for Gen Xers

would be in a casual environment with discussion, teamwork, technology, and a hands on approach (Cekada, 2012; Lancaster & Stillman, 2002).

Finally, Generation Y or Millennial employees were born between 1981-2000 and are the most educated and technologically literate generation. They have high self-confidence, are good at multitasking, and prefer to work in teams. They prefer visual methods of learning such as images, graphics, and videos to text; they prefer to learn by doing and ultimately want their work to make a difference in the world. A short attention span and the need for immediate feedback is augmented due to their increased use of technology (Cekada, 2012; Lancaster & Stillman, 2002; Werth & Werth, 2011; Gesell, 2010) and lifelong exposure to digital media (Beyers, 2009).

At Concordia College, it has been very common for employees to celebrate more than 20 years of service to the organization, working the better part of their career in the same organization and many times, in the same job. However, as new support-staff begin their careers in higher education, they will not likely fit this mold. Generation Y employees have a different perspective and unique needs. They are primarily interested in “a good work-life balance; a collaborative workplace culture; a varied job role and opportunity for advancement; an inclusive management style; and ongoing career development” (McCrinkle, 2006 as reported by Graham, 2009, p. 177). Without significant change in the way we work and the way we expect our support-staff to work, higher education will find it difficult to attract and retain these early career professionals (Harned & Murphy, 1998).

The creation of an effective professional development program that educates and increases retention of Generation Y employees while also meeting the needs and expectations of the other generations of workers will be a challenging task. Additionally, it is important to create

opportunities for employees from each generation to work together and to learn from one another.

Implementation and Evaluation. The *implementation* phase of ADDIE can include pilot-testing or launching the training or program. Through this phase, the instructors would prepare for the most effective method of delivery – depending on the content, audience, time available and technology requirements. Preparing necessary materials, resources, and tools for instructors will allow them to better support the learners, depending on their needs and learning styles (Gagné et al., 2005). Understanding the ultimate goal of learning transfer will help facilitators keep it in mind both in the design and implementation phase of instruction (Carver, 2001; Foley & Kaiser, 2013).

The *evaluation* of training activities is a method of determining the success of this significant investment and is the final phase of the ADDIE model. This stage includes evaluating the effectiveness of content and materials, the instructional methods, and the increase of knowledge, skills or understanding. Kirkpatrick's four levels of evaluation will be the model through which this comprehensive professional development program could be evaluated.

Kirkpatrick's four levels of evaluation are reaction, learning, behavior, and results, each level signifying a more advanced process of evaluation. The first level, reaction, provides evidence of customer satisfaction. Feedback should be requested for all trainings as a method of understanding how participants felt about, or reacted to the training (Kirkpatrick, 2008; Kristiansen, 2008).

Learning is described as the second level of evaluation and is helpful in understanding how much information the participants learned as well as the effectiveness of the presenter.

Some examples of methods of evaluating learning include pre- and post-tests, using a control group, or giving a test (Kirkpatrick, 2008; Coscarelli & Shrock, 2008).

The third level of evaluation is behavior, which is an attempt to understand the transfer of learning or how behaviors or actions are changed as a result of the learning. Options for measuring behavior changes primarily include analysis of actions prior to the training and again after the training, perhaps even months later (Kirkpatrick, 2008; Brinkerhoff & Mooney, 2008).

Finally, the fourth level of evaluation is results. The training should have been planned around achieving already defined results; however the results cannot be evaluated prior to the evaluation of levels one through three. With this level, it is important to look for evidence that learning has taken place such as an increase in productivity or different results on a test or survey. This is especially useful when evaluating the return on investment or ROI (Kirkpatrick, 2008; McCain, 2008).

Defining Success

Success is an on-going process that should never be considered complete. Professionally, there will always be new opportunities, new initiatives, and new technology, but true development should encompass the whole person. It should go beyond the workplace, considering individuals, the communities they live in as well as a more global perspective.

Concordia College has that strong sense of community. Students are drawn to the college for that reason; faculty, administrators and support-staff remain at the college for years due to their sense of belonging. As we seek out ways to further connect with the community and empower people by sharing responsibilities and opportunities to participate, we allow the institution to engage people on a different level. This level of engagement is complex as it “...means changing work expectations, reward systems, structures of task forces, and strategies

for sharing information. It means developing staff to be boundary spanners and border crossers” (Fried et al., 1995 as reported by Woodard Jr. et al., 2000, p. 85). Reaching this level of engagement will be challenging, however, Concordia College will benefit significantly as a result of such effort.

Determining professional development needs, enhancing the interpersonal relationships between support-staff and supervisors, understanding their personal and professional goals and striving to meet the needs of the individual and organization are key to defining a successful program (Winston, Jr. & Creamer, 1998).

CHAPTER 3: METHODOLOGY

The purpose of this study was to determine whether Concordia College's Academic Affairs and Student Affairs support-staff feel valued by the institution and whether they perceive that workplace satisfaction would improve with the creation and implementation of a professional development program.

This study attempted to answer the following questions:

1. Do support-staff in Academic Affairs and Student Affairs feel valued in their roles?
2. Do job satisfaction levels vary between support-staff in Academic Affairs and Student Affairs, and if so, how?
3. Do job satisfaction levels vary between academic department support-staff and administrative support-staff in Academic Affairs, and if so, how?
4. Do support-staff in Academic Affairs and Student Affairs perceive that a proposed professional development program will improve their level of overall job satisfaction?

This chapter focuses on the population of the study and provides the data collection procedures and statistical analyses. Approval for this study was obtained from the North Dakota State University Institutional Review Board (see Appendix G).

Review of Related Research

The process used in the review of literature included extensive use of electronic journals and online databases primarily from the libraries of North Dakota State University and Concordia College. Additionally, Concordia's institutional memberships allowed access to research from the Society of Human Resource Management and the College and University Professional Association for Human Resources.

While the focus of this research was on support-staff in higher education, the topic of professional development is addressed by numerous disciplines beyond education including

business, human resources, and psychology. Within the field of education, there is extensive literature regarding professional development for K-12 teachers, nurses, librarians, and academic faculty.

Population

The population of this study included support-staff in Academic Affairs (including academic departments) and Student Affairs at Concordia College, a small, liberal-arts institution. Job titles of these employees include office manager, department secretary, or administrative assistant.

There are 42 positions at Concordia College that are considered support-staff in Academic Affairs and students affairs. Due to the small size of the overall population for this study, the researcher invited all 42 Academic Affairs and Student Affairs office support-staff to participate in this study, thereby employing a census sampling technique.

Instrumentation

A survey was conducted to determine if support-staff felt valued by the institution. The study examined the perceived impact a professional development program would have on workplace satisfaction. Survey questions related to specific areas of professional development were created based on Gallup studies indicating the essential categories of wellbeing (Robinson, 2013).

The survey consisted of 14 multiple choice questions and 7 open-ended (see Appendix H) questions. The instrument was piloted with a group of Concordia College employees who have similar job types (e.g. office support, administrative assistant, etc.) but who are in different departments and would not be participating in the study. The results of this pilot provided

feedback which helped clarify the multiple-choice responses to questions related to professional development and suggested additional opportunities for qualitative responses for each topic area.

Data Collection

A letter was distributed electronically on March 3, 2014, inviting support-staff to participate in the study; a link to the study was included with this invitation. A reminder was sent on March 10, 2014.

Data Analysis

1. A response to research question one, regarding how valued support-staff feel was determined based on mean, frequency of responses, and an evaluation of written comments.
2. A response to research question two, regarding possible variance between support-staff in Academic Affairs and Student Affairs was not possible due to the low response rate (two responses) from support-staff in Student Affairs.
3. A response to research question three, regarding possible variance between academic and administrative support-staff in Academic Affairs was determined based on a comparison of the mean, frequency of responses, independent t-test, and an evaluation of written responses.
4. A response to research question four, about how support-staff in academic departments, Academic Affairs, and Student Affairs perceive a proposed professional development program would improve their level of overall job satisfaction, was generated based on the mean and frequency of survey responses.

CHAPTER 4: RESULTS

The purpose of this study was to determine whether Concordia College's Academic Affairs and Student Affairs support-staff feel valued by the institution and whether they perceive that workplace satisfaction would improve with the creation and implementation of a professional development program. Information regarding the response rate from the support-staff survey conducted in March 2014 is followed by demographic data. Findings from the survey, which contained quantitative responses to 14 questions and qualitative responses to seven questions, are presented by topic.

Demographic Data

A total of 42 support-staff from academic administrative offices, academic departments and Student Affairs at Concordia College were invited to participate in the survey. Thirty-four responded (response rate =81%) including support-staff from academic administrative offices (n=15), academic departments (n=17), and Student Affairs (n=2). One respondent completed the majority of the survey and was included in the analysis; one respondent completed only three questions and was removed from the analysis. The population included in this study was 100% female. Characteristics of the participants are further explained in Table 1.

Table 1

Demographic Characteristics of Participants

Characteristic	<i>n</i>	%
Description of department		
Academic Administrative	15	44
Academic Department	17	50
Student Affairs	2	6
Length of time in current job (years)		
Less than 5	15	44
Characteristic		
5-9	7	21
10-14	3	9
15-19	1	3
20 or more	8	24
Length of time at Concordia (years)		
Less than 5	11	32
5-9	5	15
10-14	7	21
15-19	0	0
20 or more	11	32
Current FTE		
.75-1.0	27	79
.5-.74	7	21
Daily student interactions		
No daily interactions	3	9
1-4 students	9	27
5-9 students	5	15
10 or more	17	50
Description of student interaction		
No response	3	9
Generally positive	31	91
Generally negative	0	0

Note. N=34. Total of percentages is not 100 because of rounding.

Valued in Roles

Research question 1, do support-staff in Academic Affairs and Student Affairs feel valued in their roles, was answered through survey questions 7 and 8 (Table 2). These questions were scored using a 5 point Likert scale (5=strongly agree, 1=strongly disagree). Participant responses indicate that overall, support-staff do feel valued at the college.

Table 2

Mean Scores Regarding Level of Perceived Value

Response	<i>M</i>	<i>SD</i>
Work valued by college	3.91	.79
Work valued by department	4.45	.75
Work valued by supervisor	4.35	1.01
Work valued by students	4.21	.81
I am valued by administrators	3.59	.96
I am valued by faculty	3.85	.93
I am valued by staff	4.26	.67
I am valued by students	4.15	.74

Note. N=34.

Factors Related to Feeling Valued

Research question 2, do job satisfaction levels vary between support-staff in Academic Affairs and Student Affairs, and if so, how, was intended to be answered by survey questions 10, 11, and 12; however, the response rates for support-staff in Student Affairs were low (n = 2), and therefore a comparison could not be made to determine if job satisfaction levels vary between support-staff in Academic Affairs and Student Affairs.

Research question 3, do job satisfaction levels vary between academic department support-staff and administrative support-staff in Academic Affairs, and if so, how, was answered by survey questions 10 and 11 (Table 3) as well as question 12, which was an open-ended question. Questions 10 and 11 were scored using a 5 point Likert scale (5=strongly agree,

1=strongly disagree). Based on their responses, support-staff in both areas of Academic Affairs are satisfied with their jobs. Independent samples t-tests were run on all satisfaction level questions testing the responses between academic department and administrative support-staff in academic affairs. A significant difference was found regarding schedule. Staff in Academic Departments were more satisfied with their schedule than those in Administrative Offices. See Table 3 for means comparison.

Qualitative responses from question 12 indicate that staff, in both administrative offices and academic departments, tend to enjoy their work and the people they work with. For example, responses included statement such as “working with students is my life’s passion” and “I love our staff, office culture and the flexibility of my schedule”. Their most common concerns are related to a lack of pay increase, a recently implemented paid time off (PTO) program, and a lack of professional development opportunities. There were very similar themes in comments made by the two groups.

Table 3

Job Satisfaction by Area of Work in Academic Affairs

Satisfaction	Administrative Offices		Academic Departments		<i>df</i>	<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Overall job satisfaction	4.27	.80	4.06	1.09			
Aspects of job satisfaction							
Schedule	4.60	.51	4.82	.39	26.30	-1.38	0.18
Balance	4.40	.83	4.71	.59	30	-1.22	0.23
Responsibility level	4.00	.93	4.29	1.05	30	-0.84	0.41
Opportunities to expand responsibilities	3.80	.94	3.88	1.27	30	-0.21	0.84
Opportunities to advance	3.13	.83	3.00	1.18	30	0.38	0.71
Pay	2.47	1.19	2.24	1.15	30	0.56	0.58
Benefits	4.00	1.00	3.63	1.15	30	0.97	0.34

Note. N=32. Student Affairs respondents (n=2) were not included in this analysis.

Perception of Professional Development Program

Research question 4, do support-staff in Academic Affairs and Student Affairs perceive that a proposed professional development program will improve their level of overall job satisfaction, was answered by survey questions 13, 15, 17, and 19 (Table 4) and was scored using a 5 point Likert scale (5=strongly agree, 1=strongly disagree). Participant responses indicate that overall, the majority of support-staff agree or strongly agree that professional development programs related to any of the proposed topics, would improve their job satisfaction. They consistently indicated that professional development opportunities would improve their ability to do their current work, ability to take on new tasks, commitment to their job, enthusiasm for their

work, and interest in continuing employment at the college. The degree to which participants agreed with whether or not varying types of professional development opportunities would be related to job satisfaction are found in Table 4. Percentages in Table 4 are based on n=33, due to one participant not completing the survey; however, the response rate varies by question.

Support-staff consistently responded that all of the mentioned professional development opportunities, regardless of topic area, would improve their work lives in the following ways: their ability to do their current work, ability to take on new tasks, overall job satisfaction, commitment to their job, enthusiasm for their work and interest in continuing at the college. Mean scores of each potential area of improvement according to the professional development topic area can be found in Table 5. Scores are based on responses from survey questions 13, 15, 17 and 19, which was scored using a 5 point Likert scale (5=strongly agree, 1=strongly disagree). The response rates vary from 31 to 33 and are indicated in Table 5.

Support-staff also responded that all categories of professional development opportunities were of interest to them. Mean scores of each potential area of improvement according to the professional development topic area can be found in Table 6. Scores are based on responses from survey questions 13, 15, 17 and 19. Topic areas had 6 related questions, each with a 5 point Likert scale (5=strongly agree, 1=strongly disagree), which is summarized by topic area.

Table 4

Potential for Improvement by Professional Development Topic Area

Areas for Improvement by Topic	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
Technology										
Current work	12	35	17	50	3	9				
New tasks	13	38	18	53	1	3				
Job satisfaction	9	27	13	38	8	24	1	3		
Commitment	9	27	13	38	10	29				
Enthusiasm	10	29	13	38	8	24	1	3		
Continuing	8	24	14	41	9	27	1	3		
Personal Growth										
Current work	5	15	18	53	7	21	2	6	1	3
New tasks	6	18	13	38	9	27	4	12		
Job satisfaction	8	24	19	56	5	15	1	3		
Commitment	8	24	16	47	6	18	2	6		
Enthusiasm	8	24	17	50	5	15	2	6		
Continuing	8	24	18	53	4	12	2	6		
College Policies										
Current work	8	24	15	44	8	24			1	3
New tasks	5	15	15	44	12	35	1	3		
Job satisfaction	8	24	16	47	7	21	1	3	1	3
Commitment	7	21	14	41	10	29	2	6		
Enthusiasm	7	21	11	32	11	32	2	6		
Continuing	7	21	14	42	10	29	2	6		
Professional Skills										
Current work	10	29	17	50	6	18				
New tasks	10	29	19	56	4	12				
Job satisfaction	9	27	17	50	7	21				
Commitment	7	21	17	50	9	27				
Enthusiasm	7	21	17	50	9	27				
Continuing	8	24	16	47	9	27				

Note. N = 33. Total of percentages is not 100 because of rounding.

Table 5

Mean Scores of Perceived Areas Where Professional Development Opportunities Would Improve Abilities

Response	<i>M</i>	<i>SD</i>	<i>n</i>
Technology			
Current work	4.28	.63	32
New tasks	4.38	.55	32
Job satisfaction	3.97	.84	31
Commitment	3.97	.78	32
Enthusiasm	4.00	.84	32
Continuing	3.91	.82	32
Personal Growth			
Current work	3.73	.91	33
New tasks	3.66	.94	32
Job satisfaction	4.03	.73	33
Commitment	3.94	.84	32
Enthusiasm	3.97	.82	32
Continuing	4.00	.80	32
College Policies			
Current work	3.91	.89	32
New tasks	3.73	.76	33
Job satisfaction	3.88	.93	33
Commitment	3.79	.86	33
Enthusiasm	3.74	.89	31
Continuing	3.79	.86	33
Professional Skills			
Current work	4.12	.70	33
New tasks	4.18	.64	33
Job satisfaction	4.06	.70	33
Commitment	3.94	.70	33
Enthusiasm	3.94	.70	33
Continuing	3.97	.73	33

Note. N=33.

Table 6

Mean Scores by Professional Development Topic Areas

Response	<i>M</i>	<i>SD</i>	<i>n</i>
Technology	24.61	3.90	31
Personal Growth	23.40	4.63	30
College Policies	22.94	4.60	31
Professional Skills	24.21	3.90	33

Note. N=30-33, depending on response rate for each question. Mean score range = 0-30.

Student Interaction and Sense of Feeling Valued

Pearson r correlation coefficients were computed to test for a relationship between feeling valued and the degree to which participants interact with students in their daily work. There was a relationship between feeling valued and having student interaction (see Table 7). As expected, there was a significant correlation between those who have interactions with students and those who feel their work is valued by students.

Pearson r correlation coefficients were computed to test for a relationship between feeling work is valued by department and feeling work is valued by the college, supervisor, and students. There was a relationship between feeling work is valued by the department and feeling work is valued by the college, supervisor, and students (see Table 8).

Table 7

Relationship between Interaction with Students and Feeling Work is Valued

		<i>Work is Valued by College</i>	<i>Work is Valued by Department</i>	<i>Work is Valued by Supervisor</i>	<i>Work is Valued by Students</i>
Student Interactions	Pearson Correlation	-.21	.19	-.02	.44*
	Sig. (2-tailed)	n.s.	n.s.	n.s.	n.s.
	n	34	33	34	34

*Correlation is significant at the 0.01 level (2-tailed).

Table 8

Relationship between Feeling Work is Valued by Department and Feeling Work is Valued by College, Supervisor, and Students

		<i>Work is Valued by College</i>	<i>Work is Valued by Supervisor</i>	<i>Work is Valued by Students</i>
Work Valued by Department	Pearson Correlation	.38*	.91**	.48**
	Sig. (2-tailed)	n.s.	n.s.	n.s.
	n	33	33	33

*Correlation is significant at the 0.05 level (1-tailed).

**Correlation is significant at the 0.01 level (2-tailed).

CHAPTER 5: CONCLUSIONS

Concordia College has not previously had intentional programs designed to improve employee workplace satisfaction or to demonstrate how much it values employees' many contributions to the institution. The purpose of this study was to examine how a professional development program might contribute to overall satisfaction and help employees feel valued by the institution, both personally and in their work. This chapter will summarize the results of this study, present conclusions and discuss recommendations for the future.

Summary

This study sought to understand potential differences between employees with similar roles who are in various areas of the institution. More importantly, this study pursued a better understanding of the degree to which support-staff felt valued and engaged in their work at the institution and whether a professional development program would improve those feelings of value and engagement.

Based on the literature review, thoughtful and comprehensive professional development opportunities are not common among support-staff positions in higher education. Although institutions are beginning to understand that personnel costs make up the largest percentage of the budgets, they have been slow to undertake initiatives related to workplace satisfaction. The realization that employee engagement, at all levels of an organization, will improve productivity, satisfaction, and retention should result in a culture change that will require effort and energy, but that will also reap significant rewards in terms of the well-being of the organization (Gallup, 2005; Society of Human Resource Management, 2012; Robinson, 2012).

The survey findings indicate support-staff included in this study have an overall sense of feeling valued personally and in their work. They offered a number of suggestions that would maintain or enhance their sense of value to the institution such as verbal appreciation, being

included in campus-wide events, discussions, and decision-making processes. Qualitative responses from this survey indicate that colleagues and students are the reason support-staff love their work at the college. A relationship was found between support-staff feeling valued by students and their frequency of interactions with them. This suggests that providing additional opportunities for interactions between support-staff and students would lead to a higher level of support-staff feeling valued by students.

Job satisfaction levels for academic department support-staff and academic administrative support-staff were positive, according to the results of the survey. However, qualitative feedback from both groups indicates less enthusiasm for the new paid time off (PTO) program implemented Fall 2013. They also have concerns regarding their lack of pay raises and discussed varying levels of satisfaction with the benefits provided by the college.

Survey responses indicate support-staff do perceive that a professional development program will improve their job satisfaction. They expressed interest in all professional development areas included in the survey and qualitative responses confirmed interest in all topics. Suggestions such as learning to use Adobe, Survey Monkey, or Google docs are just a few examples of the suggestions made related to professional development in the area of technology. Other suggestions include topics such as supervision of students, personal finance, effective communication and organizational skills. Appreciation for the work the CASS committee has begun was also expressed. Support-staff who have had opportunities to participate in these activities commented on the success of the book reads, wellness programs, and writing or technology workshops offered thus far, as well as their interest in seeing these programs continue.

Conclusions

Regardless of the area of the college support-staff worked in, their length of time working at Concordia College, and their FTE, overall results show support-staff felt valued by the institution, their departments, supervisors, colleagues and students. The lack of pay increase in recent years was most the frequently mentioned factor detracting from their satisfaction. Support-staff commented that being thanked, being included in conversations and decision-making, being kept informed, and being involved in work that was beneficial to the college and/or students made them feel valued both as a person and in their work. Based on these findings, effort should be made to address compensation concerns across campus, as well as creating opportunities to acknowledge and appreciate the work being done on behalf of the institution.

Support-staff feel that professional development programs would positively impact their experience at Concordia College. Survey results show that regardless of the topic area or work experience at the college, professional development opportunities are perceived to have a positive impact on current work, job satisfaction, the ability to take on new tasks, their interest in continuing at the college, and both their enthusiasm for and commitment to their job. The level of satisfaction and engagement will have a direct impact on retention and productivity, thus impacting the culture of the institution, increasing morale, and positively benefitting the bottom line.

Results indicated that when support-staff feel valued by their department they tend to also feel more valued by the college, their supervisor and students. Based on this relationship, care should be taken to ensure departments understand the significant role they play in demonstrating appreciation of support-staff within their department.

Discussion

Little difference was found between those in academic departments and those in academic administrative offices in response to the level of interest in professional development topic areas. This may suggest that creating specific programs for support-staff in various areas of the college is not necessary, but rather programs could be created for groups of support-staff who have similar responsibilities.

Length of time working in current position or at the college had no significant impact on the levels of interest in various professional development topic areas. Because such minimal professional development opportunities have been provided in the past, support-staff may not communicate different needs until they have all been given an opportunity to participate in an initial round of programming. Future plans should include careful analysis of the needs of participants; as long-standing employees begin to retire and new professionals are hired, the needs may change regarding the type of programs. For example, general technology workshops may be less necessary but college policy workshops may be more necessary for new employees than for those currently employed. Results show that 33% of survey respondents indicate they have worked at Concordia College for more than 20 years (see Table 1); an equal number have worked at the college for less than 5 years. This realization will be helpful as future programming topics are considered as well as the delivery method used as the groups may span multiple generations.

The frequency of interaction between support-staff and students positively impacted the degree to which support-staff felt their work was valued by the students. This finding suggests that the college should consider additional opportunities for support-staff to interact with students. Support-staff are often supervisors for work-study students and have expressed an interest in professional development opportunities that would prepare them to have difficult

conversations, understand what appropriate expectations might be and how to effectively hold students accountable. Support-staff are also interacting with students who are struggling with various situations in college, such as academic challenges, uncertainty about their future, or complicated relationships. These young people may seek out mentors intentionally, or by chance may interact with these support-staff in daily conversations. Regardless, support-staff want to feel prepared and confident in handling these challenging conversations and to know they are providing appropriate responses to students in need.

Understanding that feeling valued by the department tends to impact the feeling of value by all other areas of the campus is a very important finding as the college considers how to prepare department chairs or supervisors at all levels of the institution. Providing tools and ideas to help them demonstrate their appreciation for those working in their department may contribute to overall satisfaction and potentially increase morale. Further education of supervisors regarding the policies for support-staff will also contribute to support-staff feeling heard, understood, and valued.

Recommendations

A number of recommendations for Concordia College can be made as a result of this study.

1. Support-staff should be intentionally included in the college community. They should be invited to actively participate in events, they should be represented on college-wide committees, and they should be included in decision-making processes.
2. Additional opportunities for recognition and appreciation should be established at Concordia College. Currently, one member of support-staff is recognized annually at a spring banquet. The awardee is typically a long-term employee of the college who has been nominated by their department to receive the award. While this is important to

continue and is likely very meaningful to the recipient, additional opportunities for recognition would be appreciated.

3. A thoughtfully planned professional development program should be created for support-staff at Concordia College. While results indicated interest across all topic areas with no significant difference related to length of employment with the college, care should be given to monitoring the needs of support-staff in the future. Once a program has been established and all support-staff have had opportunities to participate, differences may surface regarding their needs, depending upon their level of experience.
4. Opportunities should be provided for department chairs and supervisors to better understand the policies and procedures relevant to hourly, support-staff employees. Chairs and supervisors need to understand the role departments play in support-staff feeling valued by others at the institution.
5. Seek broader feedback regarding the paid time off (PTO) program to understand how it is impacting support-staff both positively and negatively. Provide additional information or clarification to increase understanding as needed; consider modifications if necessary.

Recommendations for further study:

1. Future studies could be conducted at Concordia College with an expanded population to determine if type of position (e.g., office support) is related to topic areas of interest.
2. Future studies could be conducted at other higher education institutions to determine if similarities exist within Academic Affairs and Student Affairs support-staff at other institutions.
3. Expanded studies should consider gender and age in addition to the demographic information collected in this study. Because the population for this study was relatively

small and much of the demographic information was already known, it was not asked specifically in this survey but would be helpful in future studies.

A comprehensive professional development program will vary from one institution to another as it should be based on the needs of the organization. It could have ever-changing topics and goals to align with the strategic plan or the institutional priorities. It is important to consider categories of development, such as Gallup's suggested career, social, financial, physical, and community wellbeing (Robinson, 2013) that may appear to reach beyond the day-to-day responsibilities of the employee. Addressing the needs of the whole person is important to a successful program (Bailey, 2008), but is also critical in fulfilling the mission of Concordia College and the institution's strategic plan (Craft, 2012).

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APPENDIX A: CONCORDIA ACADEMIC STAFF STEERING COMMITTEE RESPONSE TO STRATEGIC PLAN

Whole Self, Whole Life, Whole World: The Plan for Concordia College, 2012-2017

Concordia Academic Staff Steering Committee

Rev 11.15.12

It is the Concordia Academic Staff Steering Committee's intention to create opportunities to engage with the institution in the implementation of the strategic plan. We are interested in sharing our voice on campus, mentoring students in an intentional and responsible way, supporting our colleagues professionally, and being of service to our community and world. Our dedication to the mission of Concordia College is the reason for our work here. We look forward to becoming even more integrated in the Concordia community.

I. Transforming Student Lives: Whole Self, Whole Life, Whole World

Whole Self:

Many of us interact with students on a regular basis as we supervise them in their work study positions or we get to know them as they take classes from faculty in our departments. We find ourselves with many opportunities to mentor students during challenging times in their lives – either academically or personally. As we consider this section of the strategic plan, we ask for the tools and resources needed so that we can continue to make a positive difference in the lives of our students and model an examined life filled with learning, faith and reflection. Some examples might include:

1. Creating opportunities for staff to visit Concordia Language Villages. As we understand more about the programming and facilities we will be better prepared to promote these programs to others, encourage students to get involved, and get just a glimpse of other cultures.
2. Challenging ourselves and those around us to participate more actively in chapel. We appreciate opportunities to attend, but also recognize our office responsibilities and will continue to work to balance those realities as we support our departments and engage with our faith community. In addition, we will look for occasions to speak, read, or pray and become a part of the service.
3. Participating in book discussions and professional development opportunities held on campus throughout the year. We understand that not all discussions and programming can be open to us, but we ask that as groups, such as the Lorentzen Center for Faith and Work or the Dovre Center for Faith and Learning, develop plans they consider staff needs and interests and extend invitations as appropriate.

Plus One: As departments and divisions have meetings and retreats, we would appreciate being invited when applicable as we would find it helpful to know more about what is going

on in our departments and we would like to understand more about the department's goals for the year.

Whole Life:

We ask for opportunities to learn collaboratively, occasions to pursue career development goals, and thoughtful inclusion in various program development initiatives. Some ideas might include:

1. Mentoring work study students. It is very fulfilling to watch the transformation students make over their four years as they prepare to live out Concordia's mission statement in their lives. Identifying and delegating meaningful work to the students, overseeing their progress, guiding their decision making and encouraging their independence takes skill and commitment. We welcome opportunities to become even more effective in our supervisory roles.
2. Expanding our knowledge, improving our skills and pushing ourselves outside of our comfort zone. Offering courses or workshops that might allow us to select those topics that interest us would be encouraging. Examples might include a seminar on grant writing, a workshop on understanding different personalities in the workplace, and participation in LeadNow training.
3. Include support staff in conversations regarding building renovations or new construction projects. By simply inviting us to a division meeting, we could hear along with everyone else the status of the project, next steps, or timelines. We understand many of the decisions are related to the academic program, but we would like to be included in the conversation when it is appropriate.

Plus One: Many academic support staff have attended Concordia College or have children who have attended. We also have friends, family, neighbors and a community in which we are able to share the value of a liberal arts education, the mission of the institution, the experiences we have had and the important contributions our students are making in the world. We hear some of the needs in the community, we see some of the gaps in meeting those needs and we have ideas for programs that might serve a non-traditional student population. In fact, we might be interested in considering ourselves a part of the non-traditional student population. Ask us, include us, recognize that some of us are products of this institution and we seek to impact the world around us in our own ways.

Whole World:

Global learning is important, whether you are a student at Concordia or whether you have worked at the college for many years. Our world is changing and we want to be a part of welcoming, including, encouraging, contributing, and exploring. Areas in which we have considered include:

1. Exploring opportunities to travel on Concordia trips abroad; for some staff this might be considered the chance of a lifetime. Some have attended an in-service held at Concordia Language Villages years ago; many will only experience diversity as they work at Concordia and live in the Fargo-Moorhead area. As the college seeks to increase the level of diversity among our students, faculty and staff, we want to be prepared for those changes. Examples might include training regarding cultural diversity, “adopting” a student far from home - domestic or international, or utilizing Concordia Language Villages for more meetings and retreats.
2. Encouraging staff to take a language class on campus, attend adult learning programs at Concordia Language Villages or take a language class through community education. Experiencing language immersion in a non-threatening way, maybe even in a fun or informal setting such as over lunch would provide staff with varying levels of language exposure a chance to embrace this initiative in an exciting way.
3. Learning more about environmental stewardship and how we can contribute. Currently there are faculty, administrative and student representatives on the Environmental Sustainability Council; we ask to be informed about the progress regarding the college’s sustainability efforts. We are interested in learning more about the initiatives and research taking place at the Ecohouse, Biohaus, and Long Lake research facility. We are encouraged by the significant steps the college has taken to become a better steward of our resources.

Plus One: We welcome an invitation to conversations about expanding networks of international partners. We may know graduates, friends or family with international connections.

II. Advancing Institutional Worth: People, Resources, and Recognition

Concordia College is a unique and special place. The people we work with provide the motivation for us to continue and enjoy our work here. Simultaneously, however, we are met with the challenges of rising costs and increased demands both at work and at home. We understand the economic situation Concordia faces but we cannot afford to simply sit back and wait to see what happens. There are many ways the college can demonstrate a commitment to those who have chosen to make this work a part of their lives.

1. Identifying salary benchmarks for support staff. This information, along with market surveys are critical components in the development of an overall compensation plan. We look forward to creating a consistent position description that could be a starting point for staff to work from and resource for department chairs as they fill vacant positions.

Implementing plans for a comprehensive professional development program. We have many ideas for professional growth, recognizing achievements and long-range planning within our areas of responsibility and would like to be involved in those conversations.

2. Contributing to student retention efforts through our various roles on campus. As we continue to grow in our understanding of student development and become more aware of institutional resources, we will be better equipped to support students and contribute to those retention efforts. We anticipate conversations regarding programs for non-traditional students.
3. Becoming responsibly engaged in the world as a way to articulate the mission and share the important story of the Concordia community. Opportunities to participate in events such as a Day of Caring through the United Way, Habitat for Humanity trips, or Justice Journeys or by creating events such as Hands for Change, specifically designed for staff, would be meaningful ways to BREW and to develop deeper relationships with those with whom we work.

APPENDIX B: CONCORDIA ACADEMIC STEERING COMMITTEE MISSION, VISION AND VALUES – FALL 2012

Mission Statement

The mission of the Concordia Academic Staff Steering Committee is to create a supportive environment in which staff can grow and learn, contribute to the mission of the college in meaningful ways, and make a positive difference in the work of the faculty and staff while modeling for our students, an examined life filled with learning, faith and reflection.

Vision Statement

We will become active leaders in the institution, through our diligent work, our commitment to professionalism, our dedicated service, and our engagement in the community.

Values

The Concordia Academic Staff Steering Committee believes that Concordia College's Goals for Liberal Learning should be modeled by staff as we seek the common goals of preparing students to influence the world. A life of learning, a practice of critical examination, a commitment to thoughtful engagement and dedication to the service of others will guide our decisions.

Collaboration

We will support our colleagues and students through our service, dedication and diligence. The success of students and the institution are the reason for our partnerships.

Competence

We will create opportunities to grow in our professionalism, enhance our effectiveness and model ethics and integrity as we work with students, faculty, and others in our campus community.

Courtesy

We will show consideration and respect to those around us through encouragement, patience, and cheerfulness. We will work to create an environment that welcomes our diverse, global world.

APPENDIX C: CASS COMMITTEE GOALS – FALL 2012

1. To enhance the overall working environment for support staff at Concordia College.
 - a. Evaluate and refine the current model of support staff classification
 - i. Examine college-wide policies and procedures
 - ii. Develop consistent position descriptions
 - b. Create opportunities for advancement
 - i. Evaluate the use of a tiered structure within support staff positions
 - ii. Examine staff schedules and FTE's for each department in order to identify long-term needs
2. To encourage support staff to learn and grow in both their professional and personal lives.
 - a. Advance technology skills
 - i. Increase number of technology learning opportunities available to support staff
 - b. Strengthen leadership skills
 - i. Increase number of support staff leading peer workshops
 - c. Refresh communication skills
 - i. Provide resources to improve oral and written communication
 - d. Encourage global awareness
 - i. Offer formal and informal language learning opportunities
3. To establish support staff as community leaders
 - a. Create opportunities to serve on and off campus
 - i. Identify service project(s) to do as a group
 - b. Formalize support staff mentorship of new staff and faculty
 - i. Create an orientation handbook
 - c. Increase participation in campus activities and events
 - i. Issue specific invitations to support staff
 - d. Highlight activities to inspire others
4. To recognize employee achievements and value their contributions.
 - a. Identify effective methods for demonstrating value and appreciation of employees' work
 - i. Determine best practices in the field
 - b. Develop and implement a process to regularly recognize employees
 - i. Research similar programs and identify criteria

APPENDIX D: CONCORDIA COLLEGE STRATEGIC PLAN, 2012-2017



Whole Self, Whole Life, Whole World:

The Plan for Concordia College

2012-2017

Adopted by the Board of Regents

October 5, 2012

Whole Self, Whole Life, Whole World:

The Plan for Concordia College, 2012-2017

Report to Campus

The purpose of Concordia College is to influence the affairs of the world by sending into society thoughtful and informed men and women dedicated to the Christian life.

To All Readers: The framework for the college plan has emerged after dozens of conversations on and off campus, starting in September of 2011 and continuing through the present. As the college cabinet, other campus leaders, and Regents finalize matters of responsibility, timeline, cost, and resource raising opportunities, they will be added to the plan. What you will see below includes both the principal initiatives in the plan and the more specific actions we will undertake to complete them. Readers will quickly see that the initiatives and actions will require the Concordia community's imagination, experience, and energy in order to be fulfilled. I look forward to working with faculty, staff, students, and Board of Regents as we, each and all, pick the threads of the plan and weave them together.

William Craft

President

Declaration of Intent

Concordia College will offer an education of the whole self, for the whole of life, for the sake of the whole world. In an era of economic anxiety, population change, global competition, and technological innovation, we say that now is the time for the liberal arts. In our mission of faith and learning, in our distinguished faculty and staff, and in the lives of our graduates who now influence the affairs of the world, we build on a firm foundation that serves our students and the common good.

- ❖ **Whole Self:** In a time of constant distraction and clashing ideals, we will lead our students into a life-long habit of reflection on their identity, purpose, and leadership in a deeply interconnected world.
- ❖ **Whole Life:** In a time of rapidly shifting work environments, we will guide our students to complete a baccalaureate composed not of an atomized collection of credits but of a coherent and increasingly challenging experience to build competence, creativity, and character.
- ❖ **Whole World:** In a time of heightened national and international distrust, we will open the world to our students so that they understand and embrace the call to national and global citizenship.

Whole self, whole life, whole world: This will be the heart of a Concordia education. This will be the aim of our global liberal arts college of the church.

The Process for Planning to Date

The goal for this academic year is to present a final planning framework to the Board of Regents this October, to engage our faculty and staff and students in shaping the details of that framework, to implement initiatives for which we are ready, and to make the plan the foundation of a new fundraising campaign.

To date, we have worked together through

- ❖ A dozen faculty/staff conversations on Concordia as a liberal arts college
- ❖ Meetings with support staff and with student leaders
- ❖ Plenary conversations with regents and with alumnae/i
- ❖ Nine spring conversations with the campus on a draft framework
- ❖ Reports to faculty, administrators, support staff, and regents in April and May
- ❖ Extended summer work by the president's cabinet.

I invite commentary from the campus as we finalize language this September.

The Goals for this Academic Year

This year we will

- ❖ Present a planning framework to the Board of Regents for approval this October 5-6.
- ❖ Engage faculty, staff, and students in shaping the details of that framework.
- ❖ Implement the initiatives that are ready.
- ❖ Make the college plan the foundation for a new fundraising campaign.

I. Transforming Student Lives: Whole Self, Whole Life, Whole World

*Educate our students as whole people, and they will
bring all of who they are to the demands of being
human in private and public life.*



Parker Palmer and Arthur Zajonc,

The Heart of Higher Education

A Note on Structure: Each section below has three major initiatives (*in italics*), as well as a “plus one” initiative that looks to possible extensions of our mission, including extensions that might serve populations beyond our undergraduates.

Whole Self

1. *Lead students into life-long reflection on their identity, purpose, and engagement in the world.*

- a) Review orientation so that pursuit of the examined life defines students' experience at Concordia from their first days forward.
- b) Consider how our evolving commitment to BREW can best develop habits of exploration and reflection with the core, the major, and elective studies.
- c) Highlight and deepen the ways in which the experience of learners at the Concordia Language Villages cultivates reflection on identity, purpose, and engagement in the world, and the ways the CLV sites can enhance the examined life of Concordia undergraduates.

2. *Invite students into a liberating community of faith and service through worship, vocational discernment, and inter-faith dialogue.*

- a) Organize the diverse programs in vocation and ministry for the highest possible clarity and collaboration.
- b) Engage the campus community more fully in opportunities for worship and spiritual development.
- c) Designate the associate pastor and the director of Faith and Leadership as leading guides in the vocational discernment of our students.
- d) Promote inter-faith conversation and service as a primary function of our identity as a college of the church.
- e) Inaugurate the Lorentzsen Center for Faith and Work in the Offutt School of Business as resource for all students, faculty, and staff.

3. *Model for students in the work of faculty and staff a vision and practice of time that puts the examined life at the center of their collegiate experience.*

- a) Establish academic-year gatherings that build on the opening fall workshop for faculty and staff.
- b) Inaugurate a president's seminar for the campus community, with leadership opportunities for faculty, students, and staff.
- c) Encourage department and office retreats to develop shared purpose and imaginative commitment to college mission.
- d) Streamline faculty and staff committee assignments in the best interests of the college learning mission.
- e) Seek grant and endowment funding for post and pre-tenure faculty renewal.

Plus One: Make Concordia College the leader among ELCA colleges in mutual ministry for the sake of the church and the world.

Whole Life

1. *Call students to achieve a Concordia baccalaureate focused not on credit accumulation but on building competence, creativity, and character through collaborative learning with college faculty and staff.*

- a) Engage faculty in framing the arc of student experience so that each successive year, from first through senior, offers more freedom and requires more responsibility for innovation, rigor, and risk.
- b) Encourage and support faculty and students in devising forms of learning that transcend the traditional course/credit unit, particularly in the experience of students in their junior and senior years, and including those forms that make creative use of emerging information technologies.
- c) Seek increased grant and endowment funding for undergraduate research, and set targets for increasing the number of students who graduate having done this work.
- d) Review the current academic calendar and attendant tuition arrangements to consider ways to lead more students into highly engaged learning.
- e) Regularly review college programs and services to test whether they serve the goals of a Concordia baccalaureate.

2. *Require each student to create a body of work revealing increasing competence and creativity in accord with Concordia's goals for liberal learning.*

- a) Adopt an electronic portfolio requirement for all students, directly connected to BREW and designed to chronicle vocational reflection, academic achievement, leadership development, and global discovery. This portfolio would incorporate the initiatives now known as *Passport*, and the name *Passport* would be dropped.
- b) Establish an integrated approach to career development across campus and off-campus networks.
- c) Establish a fund (rolling or endowed) to underwrite the costs of student internships and other forms of experiential learning, particularly those that require living off campus for an extended period of time.
- d) Confirm the leadership proposition of Concordia College by sustaining LeadNow even as we develop a more comprehensive approach that focuses on student innovation in addressing real problems on and off campus.

3. *Offer for students across the college state of the art facilities for inquiry-based learning in the natural sciences.*

- a) Review designs and cost estimates for new and renovated science facilities.
- b) Test support for funding those facilities as part of a feasibility study for a comprehensive campaign.
- c) Establish clear timelines for completion of this project.

Plus One: Consider with faculty, staff, regents, and all constituents what new programs might build on our strengths to serve non-traditional students while enhancing college resources.

Whole World

1. *Make global learning fundamental to every Concordia student's experience.*

- a) Integrate global learning from students' first year forward, including sustained engagement with the local global on campus and in the Fargo-Moorhead community.
- b) Bring the world into our courses and campus life through web resources, partnerships with international educational institutions, and creative contacts with graduates engaged in global work and service.
- c) Move to 75% of Concordia students studying internationally before they graduate.
- d) Move to 100% of students studying off campus before they graduate.
- e) Review and improve the means by which we seek a highly qualified and diverse faculty and staff.
- f) Increase domestic students of color to 12% of the undergraduate student body.
- g) Increase international students to 6% of the undergraduate student body.
- h) For international students with promise but English language challenges, consider the merits of an ELL program integrated with a modified first college year.

2. *Engage all students in enhanced language learning and practice that goes beyond credit requirements, and create a language learning culture among Concordia faculty and staff.*

- a) In partnership with Concordia campus faculty and Concordia Language Villages staff, launch language learning pilots that offer ways to continue language learning after basic college requirements are satisfied.
- b) Assess the results of such pilots for application to students across the college.
- c) Connect students studying internationally with those enhancing language skills back home, and give students with advanced language competence leadership opportunities in working with those of lesser competence.
- d) Provide opportunity, funding, and time for Concordia faculty and staff to develop their second language skills.
- e) Note that initiatives 1b, c, f, above will contribute to this language and culture learning goal.

3. *In accord with Concordia's identity as a global liberal arts college of the church, call students to practice thoughtful and informed stewardship of natural resources and to conserve earth's vitality and beauty.*

- a) Review curricular offerings to identify opportunities for enhanced learning about environmental and fiscal stewardship.
- b) Work through the President's Sustainability Council to establish and achieve goals for stewardship in campus and CLV operations.

- c) Consider both regional and national/international partnerships that can enhance student learning about local/global sustainability.

Plus One: For the sake of Concordia students and of our position in higher education, expand and sustain our network of international partners in education, business, commerce, and the arts.

II. Advancing Institutional Worth: People, Resources, and Recognition

Consult the genius of the place in all.

Alexander Pope, *Epistle to Burlington*

The genius of Concordia—its abiding spirit and strength—lies in its mission, history, and people. How do we build up Concordia’s people, its financial resources, and its national profile to achieve our aspiration to transform student lives? That is what this part of the plan is about: the foundational work that makes genuine greatness in the Concordia student experience possible.

A Note on Structure: As with the Whole Self, Life, and World sections above, this component of the plan has three major initiatives, supplemented by benchmarks of achievement that will be reported no less than annually to the Concordia Board of Regents. The College Cabinet will present those benchmarks to the Board this October, though some of them—over time—will surely be amended as our work on the Concordia student experience unfolds.

1. Develop the full potential of the Concordia faculty and staff in service of the college mission.

- a) Meet established salary and benefit targets for faculty.
- b) Establish consistent job categories and clear salary and benefit targets for staff.
- c) Extend the institutional understanding of compensation to include not only traditional salary and benefits but also opportunities for professional growth in a supportive work setting.
- d) Review and improve the ways we recognize the achievements of Concordia’s staff and faculty.
- e) Explore approaches to succession planning for Concordia’s leadership positions among faculty and staff.

2. Develop the institutional resources and support systems to achieve our highest aspirations for Concordia students.

- a) Coordinate grant funding to underwrite faculty and staff development that serves the Whole Self, Life, and World initiatives for our students.
- b) Achieve a 90% first-to-second-year cohort retention rate.
- c) Achieve a four-year cohort graduation rate of 70%.

- d) Increase endowment to the ELCA school mean for schools of 2400>.
- e) Investigate new revenue streams in which college facilities or other resources could generate funds to underwrite the undergraduate program.
- f) Note the “plus one” initiative in the Whole Life section above: “Consider with faculty, staff, regents, and all constituents what new programs might build on our strengths to serve non-traditional students while enhancing college resources.” Examples might include continuing education in music, language learning (for pre- and post-college students), and health care, including administration and nursing.

3. Develop recognition of the highly distinctive quality of a Concordia education that serves both personal aspiration and the common good.

- a) Create a marketing initiative to engage public interest in the unfolding strategic plan, and sustain campus interest and participation.
- b) Develop an integrated marketing plan to tell the story of Concordia College in spoken, printed, and electronic forms.
- c) Achieve a Phi Beta Kappa chapter in the upcoming round, submitting our new application in November of 2012.
- d) Employ the opportunity of the re-opening of the Grant Center to explore and emphasize the opportunities that the Offutt School can provide to students across the college, to the Fargo-Moorhead community, and to our region as a whole.
- e) Continuously emphasize the educational relationship between the undergraduate program at Concordia and the language and culture immersion programs of CLV.
- f) Establish strategic partnerships—regional, national, and international—with other institutions of higher learning, realizing that we will be known by the company we keep.

APPENDIX E: NEEDS ASSESSMENT SURVEY RESULTS – FALL 2012

Concordia Academic Support Staff Professional Development Survey

Last Modified: 11/07/2012

1. COLLEGE / INSTITUTIONAL INFORMATION

#	Answer	I am strongly interested in learning more about:
1	Becoming Responsibly Engaged in the World	1
2	Campus safety and emergency planning	5
3	Campus sustainability	0
4	Communicating the value of a Concordia College liberal arts education	2
5	Compensation & benefits	11
6	Effective and productive performance evaluations	4
7	Environmental Health and Safety (OSHA) at Concordia College	0
8	Human Resources policies	8
9	Liberal arts and Concordia College	1
10	Library resources, features, and skills	9
11	Mentoring students	2
12	Rewards and recognition	7
13	Sexual Harassment policy	0
14	Staff motivation/morale strategies	10
15	Strategic planning	1
16	Supervising student employees	6
17	Other (specify)	0

2. PERSONAL DEVELOPMENT

#	Answer	I am strongly interested in learning more about:
1	Aging and elder care (planning or managing personal, family, and other related needs)	5
2	Ancestry, regional history, or other historical topics	0
3	Assertiveness training	1
4	Balancing work, personal, and family needs	2
5	Career planning and goal setting	0
6	Communication in relationships	4
7	Cooking	6
8	Creative writing or journaling	1
9	Developing and achieving personal goals	1
10	Environmental sustainability	0
11	Faith, spirituality, and other religious studies	2
12	Financial planning for retirement	7
13	Fine Arts (music, theatre, art, or art appreciation)	5
14	Gardening	1
15	Home maintenance and improvement	1
16	Home organization	8
17	Literature	2
18	Local, whole, sustainable, or organic foods	3
19	Managing personal change & stress	3
20	Parenting	2
21	Personal finance management	6
22	Personal safety	2
23	Photography	5
24	Preventing job burnout	0
25	Tips and tricks for iPads, iPhones, or iPods	12
26	Volunteer opportunities and community involvement	7
27	World languages	0
28	Other (specify)	0

3. PROFESSIONAL SKILLS

#	Answer	I am strongly interested in learning more about:
1	Business letter & memo writing	7
2	Conflict management	0
3	Customer service	1
4	Diversity	1
5	Event planning	7
6	Leadership skills	3
7	Managing budgets	12
8	Managing change	3
9	Oral communication skills	1
10	Organizational skills	9
11	Presentation skills	2
12	Professional and personal ethics	1
13	Project management	4
14	Proofreading	5
15	Running effective meetings	1
16	Stress management skills	2
17	Team building skills	6
18	Time management	3
19	Written communication skills	3
20	Other (specify)	0

4. TECHNOLOGY

#	Answer	I am strongly interested in learning more about:
1	Adobe Acrobat	1
2	Banner	9
3	CMS (Content Management System - for website updates)	10
4	Computer backup, setting up shared server / network folders, and accessing shared files	6
5	EMS	5
6	Internet browsers and other tools	3
7	Microsoft Access	4
8	Microsoft Excel	11
9	Microsoft OneNote	4
10	Microsoft Outlook and Microsoft Communicator	2
11	Microsoft PowerPoint	2
12	Microsoft Publisher	4
13	Microsoft Word	5
14	PDF document creation and editing	7
15	Social media (Facebook, Twitter, blogging, etc.)	7
16	Other (specify)	1

Other (specify)

photography

5. WELLNESS

#	Answer	I am strongly interested in learning more about:
1	Aquatic fitness	5
2	Bicycling	0
3	Diabetes education	0
4	Emergency first aid / CPR	5
5	Food safety	2
6	Health awareness, nutrition, and fitness	10
7	Health fair (e.g., screenings for blood pressure, body fat levels, cancer, cholesterol, hearing, vision, mental health, etc.)	6
8	Healthy eating/weight loss	10
9	Healthy parenting	1
10	Heart and vascular health	3
11	Introduction to Concordia's fitness facilities (cardio loft, pool, etc.)	6
12	Mental health	0
13	Running or jogging	1
14	Smoking cessation	0
15	Stress management	3
16	Weight training	4
17	Yoga	5
18	Zumba	4
19	Other (specify)	0

6. Are there any days that would NOT work for you to attend professional development events?

#	Answer	Response
1	Monday	4
2	Tuesday	0
3	Wednesday	0
4	Thursday	0
5	Friday	2

7. Are there any times that would NOT work for you to attend professional development events?

#	Answer	Response
1	Morning (8-11 a.m.)	3
2	Mid-day (11 a.m. - 2 p.m.)	0
3	Lunch hour (12-1 p.m.)	2
4	Afternoon (2-5 p.m.)	3
5	Full day (8 a.m. - 5 p.m.)	6
6	Multi-day seminar	6
7	Other (specify)	0

Other (specify)

I already spend half of my lunch hour on the treadmill, with the other portion for lunch... I would have to commit on a tentative basis to most of the offering, as the Nursing Dept. schedule varies on a moments' notice. :) Thank you!

8. If you have areas of strength you feel you could share for the benefit of others, please indicate those below.

Text Response

dealing with the elderly; business letter writing; oral communications
MS Office Suite, CMS, and other computer classes (except Banner) ;)

9. Please rate your level of experience teaching/coaching and interest in learning how to better teach/coach.

#	Question	A Lot	Some	Little	None
1	Teaching or coaching experience:	2	0	1	0
2	Desire to learn how to better teach or coach:	1	0	1	1

APPENDIX F: POSITIONS INCLUDED IN STUDY – SPRING 2014

Academic Affairs

Administrative Offices

Dean's Office	Summer Programs
Grant's Office	Library
Academic Enhancement and Writing Center	Registrar's Office
Cultural Events	

Academic Departments

Art	Global Learning
Athletics	History
Biology	Math
Chemistry	Music
Communication Studies & Theatre Arts	Nursing
Music Organization	Offutt School of Business
Education	Psychology
English	Religion
Forum on Faith & Life	World Languages & Cultures

Student Affairs Administrative Offices

Career Center	Student Leadership & Service
Counseling Center	Residence Life
Dean's Office	

APPENDIX G: IRB APPROVAL



February 28, 2014

FederalWide Assurance FWA00002439

Dr. Thomas Hall
School of Education
FLC 210B

Re: IRB Certification of Exempt Human Subjects Research:
Protocol #HE14198, "Staff Development Programs: Making the case for investing in support-staff at a private, undergraduate institution"

Co-investigator(s) and research team: **Rebecca Amundsen**

Certification Date: 2/28/14 Expiration Date: 2/27/17
Study site(s): **Concordia College**
Funding: **n/a**

The above referenced human subjects research project has been certified as exempt (category # 2) in accordance with federal regulations (Code of Federal Regulations, Title 45, Part 46, *Protection of Human Subjects*). This determination is based on the revised protocol (received 2/26/14).

Please also note the following:

- If you wish to continue the research after the expiration, submit a request for recertification several weeks prior to the expiration.
- Conduct the study as described in the approved protocol. If you wish to make changes, obtain approval from the IRB prior to initiating, unless the changes are necessary to eliminate an immediate hazard to subjects.
- Notify the IRB promptly of any adverse events, complaints, or unanticipated problems involving risks to subjects or others related to this project.
- Report any significant new findings that may affect the risks and benefits to the participants and the IRB.
- Research records may be subject to a random or directed audit at any time to verify compliance with IRB standard operating procedures.

Thank you for your cooperation with NDSU IRB procedures. Best wishes for a successful study.

Sincerely,

A handwritten signature in cursive script that reads "Kristy Shirley".

Kristy Shirley, CIP, Research Compliance Administrator

INSTITUTIONAL REVIEW BOARD

NDSU Dept 4000 | PO Box 6050 | Fargo ND 58108-6050 | 701.231.8995 | Fax 701.231.8098 | ndsu.edu/irb

Shipping address: Research 1, 1735 NDSU Research Park Drive, Fargo, ND 58102

NDSU is an EO/AA university.

APPENDIX H: SURVEY GIVEN TO SUPPORT-STAFF AT CONCORDIA COLLEGE

This survey is optional and is expected to take approximately 15 minutes. This survey is confidential; identifying information will not be reported in any way. If you have any questions or concerns, please contact Rebecca Amundsen at amundsen@cord.edu or 218.299.3606. Thank you for your time.

Which category best describes the area in which you work?

- Academic Affairs Administrative Office (Registrar's office, Dean's office, ITS, Library, etc.)
- Academic Department (Biology, English, Music, etc.)
- Student Affairs (Career Center, Residence Life, etc.)
- Other, please describe

How long have you worked in your current job (rounded to the nearest year)?

- Less than 5 years
- 5-9 years
- 10-14 years
- 15-19 years
- 20 years or more

How long have you worked at Concordia College (rounded to the nearest year)?

- Less than 5 years
- 5-9 years
- 10-14 years
- 15-19 years
- 20 years or more

What is your current FTE (full time equivalent) status?

- .75 - 1.0
- .5-.74
- .49 or less

How many students do you interact with on a daily basis?

- I do not interact with students on a daily basis
- 1-4 students
- 5-9 students
- 10 or more students

How would you best describe your daily interaction with students?

- My daily interactions with students are generally positive (i.e. students are pleasant and respectful)
- My daily interactions with students are generally negative (i.e. students are upset or frustrated)

To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel my work is valued by the college as a whole.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my work is valued by my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my work is valued by my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my work is valued by students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel valued by administrators at the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by faculty at the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by staff at the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by students at the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe what "feeling valued" means to you.

Overall, I am satisfied with my job.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

I am satisfied with the following aspects of my job:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ability to balance personal and professional obligations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My level of responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My opportunities to expand my responsibilities within my current job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My opportunities to advance within the college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My pay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My benefits (such as retirement, healthcare, tuition discounts, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What other comments do you have regarding your satisfaction with your job?

Please rate your agreement with the following. Professional development opportunities related to personal growth (i.e. health & wellness, budgeting, preparing for retirement, home organization, etc.) would improve:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My ability to do my current work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ability to take on new tasks or responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My overall job satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My commitment to my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My enthusiasm for my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in continuing my work at the college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any suggestions regarding specific topics you are interested in related to personal growth?

Please rate your agreement with the following. Professional development opportunities related to college policies, institutional priorities or general higher education topics (i.e. compensation & benefits, p-card policies, supervising student workers) would improve:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My ability to do my current work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ability to take on new tasks or responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My overall job satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My commitment to my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My enthusiasm for my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in continuing my work at the college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any suggestions regarding specific topics you are interested in related to college policies, institutional priorities or general higher education topics?

Please rate your agreement with the following. Professional development opportunities related to professional skills (i.e. effective communication, organizational skills, budget management skills) would improve:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My ability to do my current work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ability to take on new tasks or responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My overall job satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My commitment to my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My enthusiasm for my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in continuing my work at the college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any suggestions regarding specific topics you are interested in related to professional skills?

What other comments regarding professional development would you like to share?