
Action Plan Example

- At a pilot campus, it was determined that program participants would be faculty members and that the campus is dedicated to educating a diverse student population. The workplace atmosphere feels friendly and family-like, indicating that the dominant campus culture type is clan-like.
- Seven characteristics were located on the “Planning Matrix” indicating preferred planning characteristics for faculty members, diversity mission, and clan culture: Motivation, Human Element, Funding, Incentives, Clear Communication, Partnerships, and Involve All Stakeholders.
- These characteristics were combined to form a master list to guide planning for a professional development program.
- The seven preferred characteristics were considered during the program design phase.

**Match Program
Characteristics with
Campus Culture**

**Key Characteristics for
Professional Development**

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Key Characteristics for Professional Development

An Action Plan to Adapt Professional Development Programs to Meet Diverse Campus Needs

Design or evaluate
desirable professional development
programs appropriate for variable
campus cultures and diverse
participants.

Expert Recommendations
in a 2007 survey

Customize Professional Development Programs Based on Data

Experts Chose These 12 Professional Development Program Characteristics as Most Desirable

Participant Needs:

1. **Flexibility:** to address different learning styles, time availability, and specific needs of professional in terms of program content
2. **Motivation:** to allow for individual attitudes and motivation strategies

Program Support:

3. **Funding:** to adequately support the programs
4. **Incentives:** to increase participation in programs
5. **Campus-wide Initiative:** to elevate program as campus priority

Communications:

6. **Clear Communications:** to maintain visibility during design and implementation
7. **Human Element:** to increase awareness of students as individuals with diverse needs
8. **Feedback Strategies:** to collect input or feedback through a variety of means, including focus groups, surveys, web-based discussion, and interviews

Campus-wide Involvement:

9. **Partnerships:** to develop collaborative partnerships with all related campus units
10. **Administrator Training:** to recognize student needs and other issues involved with equal access
11. **Involve All Stakeholders:** to engage faculty, students, administrators, staff, tech support, and the center for students with disabilities
12. **Administrative Priorities:** to address and craft solutions that affect administrative priorities

Professional Development Program Planning Matrix

| Key Characteristics of Professional Development Programs | | | | | | | | | | | | |
|---|----------------|---------------|------------|---------------|---------------------------|------------------------|------------------|------------------------|-----------------|----------------------------|------------------------------|-------------------------------|
| | 1. Flexibility | 2. Motivation | 3. Funding | 4. Incentives | 5. Campus-wide Initiative | 6. Clear Communication | 7. Human Element | 8. Feedback Strategies | 9. Partnerships | 10. Administrator Training | 11. Involve All Stakeholders | 12. Administrative Priorities |
| Preferred Characteristics by Job Description | | | | | | | | | | | | |
| Academic Tech | | | ✓ | | | ✓ | ✓ | | ✓ | | | |
| Administrators | | | ✓ | | ✓ | | ✓ | | | | ✓ | ✓ |
| Disabled Student Services | | | | | | | | | | | | |
| Faculty Developers | ✓ | | ✓ | | | ✓ | | ✓ | | | | |
| Faculty members | | ✓ | | ✓ | | ✓ | | | ✓ | | | |
| Staff | ✓ | | ✓ | | | ✓ | | | ✓ | | | ✓ |
| Preferred Characteristics by Campus Mission Focus | | | | | | | | | | | | |
| Diversity | | | | | | ✓ | ✓ | | | | | ✓ |
| Preparation | ✓ | | ✓ | | | ✓ | | | ✓ | | | |
| Research | | | ✓ | | ✓ | | ✓ | | | | | ✓ |
| Scholarship | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | |
| Social/Cultural | | | | | | | | | | | | |
| Mixed Mission | ✓ | | | ✓ | | ✓ | | | ✓ | | | |
| Preferred Characteristics by Dominant Campus Culture Type | | | | | | | | | | | | |
| Adhocracy | | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | | |
| Clan | | ✓ | ✓ | ✓ | | ✓ | | | | | | |
| Hierarchy | | | ✓ | | | ✓ | ✓ | | | | | ✓ |
| Market | ✓ | | | | | ✓ | | | ✓ | | | |
| Mixed Culture | ✓ | | ✓ | | ✓ | | | | | | | ✓ |

✓ indicates characteristic rated with high desirability by at least 50% of survey respondents (Academic Technologists, Administrators, Disabled Student Service Providers, Faculty Developers, Faculty members, and Staff).

Rationale for Planning Matrix

Recently a state university system issued an initiative, requiring all instructional materials be accessible to all students by the year 2012.

Therefore, professional development efforts were needed to support the acquisition of necessary knowledge and skills on the part of all concerned campus stakeholders.

To design or evaluate a desirable program, campus personnel, mission and culture needed to be analyzed to determine priority allocation of resources and planning strategies.

Professional Development Action Plan

1. Determine identity of program participants, confirm the campus mission, and assess the dominant campus culture type. (Suggested assessment tool: OCAI*).
2. Locate on the matrix the preferred planning characteristics aligned with personnel job description, campus mission focus, and campus culture type.
3. Combine preferred characteristics to form a master list of essential planning elements.
4. Design a faculty development program that considers the relevant characteristics within the areas of participant needs, program support, communications, and campus-wide involvement.

* Organizational Culture Assessment Instrument
Cameron, K. S. (2004). A process for changing organizational culture.
In M. Driver (Ed.), *The Handbook of organizational development*.