

Professional Development Implementation and Oversight Team (PDT)
Minutes for the Meeting on June 4, 2007
West Campus, HSB 211

Team Members Present: Wendi Bush, Tom Byrnes, Helen Clarke, Marilyn Curall, Oscar Cuan, Wendi Dew, Aida Diaz, Mary Ann Gagen, Erich Heintzelman, Heith Hennel, Michelle McArdle, Brent Nakagama, Pat Nellis, Pam Sandy, Allison Sloan, Paulette Smith, Martha Williams

- Wendi Dew and Allison Sloan are now conducting meetings as co-facilitators and opened the meeting at 1:30.
- Minutes from last meeting were accepted with no changes.
- The primary agenda item for today's meeting is a discussion of how hours are to be calculated and credited for particular categories of activities.
- Team members were reminded that we had already decided in March and had confirmed at the last meeting that a conference counts as one activity with the PD hours being determined by the actual hours for all paid pre-conference workshops, plenary sessions, and concurrent sessions attended. Verification of the hours will be provided by a copy of the conference agenda.
- A discussion was opened for determining the hours of professional development credit for academic-credit-earning course work. The major issue for discussion was how to count "seat time." The possibilities proposed by team members were to calculate PD hours based on credit hours or on contact hours. The question was how to work out an equitable formula that will allow for the great variability in contact hours and in the ratio of contact hours to "seat time," even for courses that earn the same number of academic credits. There was some concern that, if hours were calculated by actual time, a course would count for a lot of hours, but those concerns were easily settled by the reminder that a course is only one activity, and five more activities would be needed for Level 2 compensation no matter how many hours the course was worth. There was also concern about calculating hours in a way that would insure some consistency for courses with great demands for face-to-face contact vs. courses requiring far less face-to-face time for the same number of institutionally recognized "contact hours." This concern was related to the problem of whether to treat online and hybrid courses differently from courses delivered traditionally. After discussing the ramifications of calculating hours in a lump sum for any course or with a formula using contact hours, options were put to a vote. It was agreed that ***hours will be calculated by multiplying the contact hours, as published by the institution in its catalog, by the number of weeks for the course.*** This will apply to online and hybrid courses as well as traditional. This will also apply to the courses offered by Valencia through the Teaching and Learning Academy as all Valencia courses will specify contact hours. No one on the team is aware of any applicable program that does not specify contact hours. (See examples at the end of this document)

- The next discussion was to determine how VCC workshops and seminars will be credited. Pat Nellis shared how Valencia's Faculty Development program will have enough offerings for everyone to earn ten hours in the pedagogy category through workshops and seminars that faculty will enroll in through Atlas; the hours will be specified and Atlas will create a transcript that faculty can print as a record. This framework is an evolving mechanism for continuing education that will eventually extend to all Valencia employees.
- For faculty on tenure-track, the TLA workshops, which are open to all faculty, will count toward PD credit, but work on the ILP and the portfolio will not (per approved PD Plan). Roundtables, which are an extension of the workshops and open only to tenure-track candidates and designed to assist with preparation of ILP/Portfolio projects, will not count. TLA/ILP/Portfolio projects that go beyond the expectation of the tenure-earning process, extending beyond the portfolio to publication elsewhere will count. Pat Nellis clarified the reasoning behind credit for workshops and no credit for the tenure candidate's portfolio: time for the creation of the portfolio doesn't count as professional development; the learning that prepares for the creation does count (per approved PD Plan). Similarly, while serving on an ILP committee is part of a faculty member's job description and does NOT count toward PD, training to be on an ILP panel does count. It was decided that to allow this also meant that training for any committee will be counted as long as the training has a documented curriculum filed with the Director of Faculty Development so that faculty can register and receive a transcript, which provides documentation per the PD Plan.
- There was a question about discipline-specific workshops, originally designed for adjuncts. The Director of Faculty Development assured the team that they would be opened to full-time faculty for PD credit. They will also be available for registration in Atlas; they have individual CRN's and the hours are specified.
- The distinction between ILP training and service on an ILP committee opened up a wider discussion of that distinction throughout the Professional Development Plan. Again, professional development is about learning, including learning that better prepares one for service to the college outside of teaching duties, but committee work is not professional development. For absolute clarification, committee work was added to the list of examples of activities that are specifically excluded from the PD Plan. The team found it helpful to look at the names of the activities under discussion for clarification of the distinction between learning and service. **Workshops, seminars, presentations, courses, and training** earn PD credits (\$); there should be no additional compensation for attending **meetings**, serving on a **committee** or **task force**, working on a **team** to conduct college business (no PD credit).
- There was a discussion of how presenters of workshops should be compensated for learning new material and contributing to faculty development through their presentations. It was agreed that preparing and presenting workshops would earn PD credit. Concerns about the number of hours were again addressed with the reminder that preparing and presenting a workshop will only count as one activity, so at some point the number of hours is moot on both sides. After considering options, a vote was taken and it was agreed that presenters would be

credited at 4 times the number of hours of the workshop for the first time it was presented. Repeating the workshop would only earn hours for the actual time of the workshop and would not be considered as an additional activity for that year.

- The final discussion of hours was concerned with Action Research projects that contribute to the Scholarship of Teaching and Learning, and with all other professional publication. It was agreed that articles published in journals or professional publications would earn 25hrs of PD credit. Work toward an Action Research project, which the faculty member and dean will need to agree on, will earn 10hrs., and the additional 25hrs. for publication if the faculty member publishes an article sharing the results. An option to be encouraged is Valencia's Action Research course: a two-semester offering with 20hrs. for the first semester of learning how to plan an effective Action Research project and 20hrs. for the second semester of implementation. For those not choosing to enroll in the Action Research course, an independent-study type offering will be available in Atlas so that those who already have the background for conducting Action Research can also generate a record of their work toward a research project. It was voted that the 10 hours working toward a publication can only be awarded PD credit if the faculty member registers for the independent study through Atlas (to generate the transcripts which the PD Plan allows as proof of an activity). Registration will require that the dean authorize an independent study.
- The last item on the agenda was a directive for PD team members who are fielding questions from faculty about the PD plan. The Professional Development Plan and the Plan Form are published. If a faculty member inquires about an activity to a PDT member, the member should ask them first to refer to the Plan and second to ask their dean. Faculty Development plans are meant to encourage communication between the faculty member and the dean. Finally, faculty can direct discussion items for PDT to Faculty Council. When an activity cannot be agreed upon by a faculty member and the dean, the issue will be presented to the Director of Faculty Development. If the issue cannot be resolved, then the faculty member and dean will fill out a form explaining the conflict with the activity and PDT will arbitrate the issue per its charge.
- The next meeting will be held July 2nd, 2:30 – 4:30 on West Campus, HSB 211. We will discuss comments and questions from the Academic Leadership “Big Meeting” on May 18th.
- The meeting was adjourned at 5:15.

Our understanding of Contact Hours:

Valencia College Catalog- Course Description 2- page 209- regardless of style

<http://www.valenciac.edu/catalog/07-08/> CLS= contact hours

Example: BSC 1020C is 4 credits with 6 contact hours (3class and 3 lab)

Course	Cr	Cls	Lab	Course	Cr	Cls	Lab
BSC 1005 BIOLOGICAL SCIENCE An introduction to essential principles of biological science. Topics include, but are not limited to, the nature of science and the scientific method, chemistry for biology, cell structure, metabolism, reproduction and genetics, organisms and ecology. This is a general education course for non-biology majors. It is also recommended for students who need preparation before enrolling in a biology course for science majors. May be used as a pre-requisite for BSC 2093C or MCB 2010C when minimum grades of C have been earned in both BSC 1005 and BSC 1005L.	3	3	0	BSC 1020 HUMAN BIOLOGY A general education non-laboratory course for students not majoring in biology. Includes study of the human body with an emphasis on major organ systems and processes and their links to biological concepts underlying major societal and bioethical issues.	3	3	0
BSC 1005L LAB IN APPLIED BIOLOGY General biology laboratory course that will satisfy the General Education requirement for a laboratory science at many universities and may be taken concurrently with, or independently of, BSC 1005. May be used as a pre-requisite for BSC 2093C or MCB 2010C when minimum grades of C have been earned in both BSC 1005 and BSC 1005L. (Special Fee: \$35.00)	1	0	3	BSC 1020C HUMAN BIOLOGY A general education course for students not majoring in biology that is fully integrated with a laboratory that emphasizes active learning strategies. Includes study of scientific method and study of human biology with an emphasis on major organ systems and processes, human development, genetics, diseases, biochemical processes and their relation to the human body, and biological concepts underlying major societal and bioethical issues. (Special Fee: \$35.00)	4	3	3
BSC 1005C BIOLOGICAL SCIENCE Same as BSC 1005 and BSC 1005L with class and lab combined. (Special Fee: \$35.00)	4	3	3	BSC 1026 BIOLOGY OF HUMAN SEXUALITY General non-laboratory course designed to introduce students to various biological aspects of human sexuality, including sexual genetics and sex determination, sexual anatomy, physiology and development, processes of fertilization, pregnancy, birth control, sexually transmitted diseases, menstruation, menopause and aging. Other appropriate areas may be discussed when time permits.	3	3	0

Next page is a UCF clip

UCF catalog

http://www.catalog.sdes.ucf.edu/current/courses_and_descriptions/b/

~~3(3,2)~~ = 3 credit class with 5 contact hours

Contact hours: number of hours students meet in class.

Comment [O1]: Credit hours

Comment [O2]: Class time

Comment [O3]: Lab Time

BSC 2420	BCBS-M&M	3(3,0)	Principles of Biotechnology: Principles, applications, laws, ethics and impact on society of biotechnology in agriculture, medicine, forestry, environment, computers/industrial/chemical engineering and business management. Occasional.
BSC 3403C	BCBS-M&M	4(3,4)	Quantitative Biological Methods: PR: BSC 2010C, MCB 3020C, CHM 2046. A laboratory course which presents modern methods and instrumentation used in quantitative biological experimentation. Fall, Spring. M&S fee: \$25.00
BSC 3404H	BCBS-M&M	4(3,4)	Quantitative Biological Methods-Honors: PR: Consent of Honors, BSC 2010C, MCB 3020C, CHM 2046. A laboratory course which presents the concepts, modern methods, techniques and instrumentation used in quantitative biological and molecular biological experimentation. Honors level content. Fall.
BSC 3424	BCBS-M&M	3(3,0)	Nanobiotechnology: PR: MCB 1310, and either CHM 2046 or PHY 2054C. Biological processes in nano scale interactions with elements of physics & engineering. Occasional.
BSC 3949	COS-BIOL	0(0,8)	Cooperative Education in Biology: PR: Departmental permission required before registering. Cooperative education experience in biology. Graded S/U. May be repeated for credit. Occasional.
BSC 4101	COS-BIOL	3(3,0)	History of Biology: PR: BSC 2010C, BSC 2011C and 8 hours in biology or C.I. People and events involved in the development of major biological concepts and disciplines. Suitable for majors and non-majors. Occasional.