

Professional Development Implementation and Oversight Team (PDT)
Meeting: Friday, February 23, 2007
West 1-148, 1:30pm
Minutes

- Allison Sloan opened the meeting and asked for team members to review the minutes from the last meeting on January 30. The minutes were approved with no changes.
- New members of the team were welcomed. New ex-officio members from the Department of Community and College Relations and the Office of Staff and Professional Development are Fionna Baxter, Donna Dudash, and Brent Nakagama.
- Two deans will join the team *ex-officio* beginning at the next meeting: Michelle McArdle and Aida Diaz.
- All other team members were present: Allison Sloan and Soledad Townsend, co-facilitators; Jenny Britton, Wendi Bush, Oscar Cuan, Marilyn Curall, Wendi Dew, Mary Ann Gagen, Erich Heintzelman, Heith Hennel, Jennifer Lawhon, and Pam Sandy; Tom Byrnes, Helen Clarke, and Pat Nellis, *ex-officio* representatives from Faculty Senate and the Teaching and Learning Academy
- Allison Sloan presented the location of the PDT website and reviewed the documents located on that website. For reference at team meetings, all members should have the color-coded copies of the documents on the website: the green Professional Development Plan sheet and purple Faculty Compensation Plan / Professional Development Component Plan.
- The team reviewed the definition of professional development as contained in the document presented by the Professional Development Task Force to the Faculty Council and approved by the Board of Trustees in June 2005:

For the purpose of this compensation enhancement, professional development shall be defined as additional work to improve faculty knowledge, skills, and abilities that should lead to an increase in student learning or academic success.
- Discussion was opened as to the advisability of adding to that definition in order to adequately clarify the distinction between additional work that is eligible for this enhancement and additional work that one is compensated for in other ways, including in one's salary as a full-time faculty member, a position which is understood to carry responsibilities in addition to the normal teaching load.
- There was concern about the looseness of the approved document creating problems with certain activities being included or excluded. While the PDT exists, at least partially, to make necessary clarifications in individual situations as the need arises, it was felt that some potential problems might be headed off if the definition more precisely captured the intent of this compensation enhancement. The team also felt it was important to clearly establish some policies about certain kinds of activities in order to achieve consistency in the implementation of the compensation enhancement.

- There was some concern about everyone understanding that faculty development must be directly connected to the goal of improving the faculty member's teaching or implementation of programs directly related to student learning. On the other hand, there was also concern that the goal of improving student learning not be too narrowly interpreted so as to exclude activities which would cross-over to staff development.
- There was discussion of how workshops conducted by faculty might be interpreted as improving the presenter's knowledge and therefore be eligible for compensation under the plan. Workshops that faculty are compensated for through stipends are already excluded, but for those presented without pay, many team members felt that the time that went into researching and preparing a presentation should be an eligible faculty development activity.
- Discussion was necessary to clarify how we would address the potential problem of faculty and deans attempting to use this compensation enhancement, which is intended exclusively for professional development, to compensate faculty for necessary committee work. Given that there was reasonable consensus that researching and planning a workshop presentation could be an eligible activity, some team members felt it was necessary to have a very clear definition to distinguish workshops from committees. We agreed that, although both might have student learning as their goal, a workshop is truly an additional, faculty-initiated activity, not necessary to the normal operation of college business, while committees are for the efficient operation of the necessary work of the college and faculty participation in that kind of work is mandated by the official job descriptions. It is not the intention of the committee to give professional development for managing a process. We agreed the preparation of a presentation is more than just managing a process.
- All of this discussion resulted in collaboration on some additions to the previously referenced definition of professional development (a subgroup will continue to wordsmith on the grammar structure but will not change the meaning):

*For the purpose of this compensation enhancement, professional development shall be defined as **faculty-member-initiated**, additional work to improve faculty knowledge, skills, and abilities that should lead to an increase in student, **employee, or organizational** learning or academic success. **This is work that is not compensated in any other way (i.e. stipends, etc.) and would not include work that is part of a faculty member's regular professional responsibilities per job description (i.e. staff meetings, committees, curriculum planning, etc.***
- The new version of the working definition of professional development will be presented to the Faculty Council.
- Allison Sloan drafted a college-wide e-mail to update faculty on our work and alert them to the immediate need to begin considering participation in this component of the compensation plan. The team discussed how to field questions that might arise from any items in this announcement that are not clear.
- It was suggested that we start a place on the website for faculty to post questions. Eventually, this could be a FAQ section of the site, but in the meantime it will

provide the team with important feedback. Our “purple sheet” should provide a blueprint for the FAQ.

- There will be a link from the e-mail to the website.
- In addition to the e-mail, which prompts faculty to investigate the website and initiate a discussion with their deans about faculty development plans, other aspects of a marketing plan were discussed. Deans will be encouraged to announce the implementation of the plan at department meetings. Fliers will be prepared for mailboxes.
- Pat Nellis shared the planning for marketing tools that are already in the works. The team was asked to review the catalog of Learning Opportunities, which is already in place. A brochure is already being drafted; icons like those utilized in Leadership Valencia brochures will direct faculty to appropriate offerings to construct their plans. Pat asked the team to preview the survey going out to faculty as part of a needs assessment. He anticipates adding seminars for pedagogy and opportunities for participation in the Scholarship of Teaching and Learning projects. He is looking for feedback as we test the survey.
- It was decided that May 15, 2007, will be the start date for activities that count for next year.
- The e-mail needs to be reviewed immediately, editing suggestions made by e-mail by the end of the day Monday. Another draft will be sent out for approval and then it will be sent out college-wide.
- The meeting was adjourned at 3:40pm.