

The following are appropriate kinds of activities for professional development. This list is divided into three areas, corresponding to the three objectives identified in the statement of policy. Specific projects that fall under these categories must be well-planned, professionally appropriate, and described in detail on the Professional Development Contract.

*(Note: Professional Development Review Board Guidelines follow the description of each activity. These guidelines (normal typeface) are not part of the Plan (bold typeface), and may be changed by the Professional Development Review Board.)*

## Category I. Currency and Growth in One's Field

### Ia. Prepare for conference and workshop presentations. Oral or written presentations to professional conferences, whether invited or a response to a call for papers, are included here.

Faculty should apply for travel funds through their department chair and dean. Approval for travel that involves missing classes or office hours requires consultation with the chair and dean.

Professional Development is not a source of conference or workshop funds.

### Ib. Attend professional conferences and workshops. This is not limited to those who are presenters at the conference or workshop.

Participation in meetings of professional organizations that are approved by a state licensing board for continuing education credit are also appropriate.

Faculty should apply for travel funds through their department chair and dean. Approval for travel that involves missing classes or office hours requires consultation with the chair and dean.

Participation in CPR/First Aid workshops is a professional development activity if certification is required for teaching in the discipline.

### Ic. Create or learn to use computer-assisted instruction.

There are a variety of resources, including mentors and equipment, on campus to assist you in learning to create or use multimedia, Internet, and computer-assisted instruction applications. Because of the diversity of interests, skill levels, and access to resources on campus, please contact the Professional Development Office for assistance if you would like more information.

### Id. Write for publication. The topic must be related to the writer's field of expertise. Included are journal articles, popular maga-

**zine articles, scholarly books, textbooks, and other curricular materials. These projects would reflect the College's guidelines on publication.**

The writing does not have to be published in order to complete the professional development hours.

### Ie. Engage in constructive activities and original research in one's field or in a related field.

This may be at a departmental or interdepartmental level, or it may be inter-institutional. The activities should be well defined and as specifically pre-planned as possible. Commercial and industrial site visits, journal research and evaluation, reading and analysis of books with implications for one's profession, and colloquium or symposium attendance and participation are examples of the possibilities.

Planning, performing, and attending exhibitions may also be included.

Reading or viewing videos as a professional development activity must be related to the discipline or to the teaching/learning process. The expected impact this activity will have on classroom practices must be described on the Professional Development Contract.

Either a review or a summary of the reading or video must be submitted to the Professional Development Office. Reading popular magazines related to the discipline is considered a routine preparation activity.

### If. Acquire foreign language skills. This includes only languages that directly enhance one's ability to work in his or her field.

Course work in a foreign language may also be approved if related to a faculty member's workplace effectiveness.

### Ig. Do course work in one's field. The course is typically upper-division or graduate level.

Upper-division or graduate-level course work related to the discipline or to postsecondary education is acceptable.

Lower-division courses that the faculty member has not taught or taken, but that are in the faculty member's service area have been approved.

Outside classroom assignments, i.e., homework or reading, are not to be included in professional development hours.

### Ih. Create original works as they relate to the discipline. Composing music, paintings, sculptures, essays, short stories, novels, poetry, and film are examples of appropriate activities.

## Category 2. Workplace Effectiveness

- 2a. **Develop skills in Writing Across the Curriculum.**
- 2b. **Develop skills in Reading Across the Curriculum.**
- 2c. **Develop skills in Critical Thinking in the classroom.**
- 2d. **Develop and test skills and tools for evaluation of one's classroom/workplace effectiveness.**

Tenure review committee chairpersons may receive credit for 12 professional development hours; members receive credit for six professional development hours.

Peer review committee chairpersons receive credit for six hours of professional development; members receive credit for three hours.

- 2e. **Revise curricula. While the development of a new course on campus is included, routine preparation of classroom structures, schedules, and readings is not. Non-traditional methods of delivery, such as distance learning, may be investigated.**

Preparing course handouts and syllabi are considered routine preparation unless the faculty member is concurrently learning to use word processing or desktop publishing software (See activity 2F).

Preparation that incorporates new teaching methods into existing courses is not routine preparation and can be included as professional development.

Substantially revising a course, even if it does not entail approval by the Curriculum Committee, may be considered professional development if the activity can be shown to be contributing to the faculty member's currency and growth in the discipline.

Preparing to teach a course that a faculty member has not taught before is a professional development activity under the following conditions:

- The topic was not part of the faculty member's undergraduate or graduate course work; and
- The faculty member will be observing a colleague teaching the course; and
- The preparation does not occur concurrently with teaching the new course.

- 2f. **Develop computer-software skills. These must be clearly related to one's work at the College.**

Developing skills in using computer software for word processing, multimedia authoring presentations, spreadsheets, Internet access, statistical analysis, and database creation may all be considered appropriate.

- 2g. **Begin or maintain public school District outreach projects. These would provide information about the College or a program within the College.**

Participation in the "I Am Going to College" program or providing extracurricular programs for K-12 are examples of this kind of activity.

Outreach activities involving community organizations or businesses are addressed in activity 3D.

- 2h. **Consult with other departments/offices on campus. This allows for program coordination and development of interdisciplinary courses. This includes part-time faculty participation in department meetings for program coordination.**

Planning, preparing, and coordinating learning communities is an example of a professional development activity in this category.

Part-time Faculty may include participation in department meetings and other campus committee meetings as a professional development activity without exception.

Full-time faculty may include department meetings provided the activity occurs on a non-instructional day and the content is beyond the scope of routine meetings, such as planning, developing diversity plans, revising curricula, and participating in specialized workshops. An agenda for such meetings must be submitted to the Professional Development Office.

Coordination of professional development activities between departments is encouraged.

- 2i. **Examine educational/academic issues. This may occur in small groups on campus or at workshops and other off-campus events.**

Information about and support for forming and facilitating study circles or other small group formats for discussing educational/academic issues is available from the Professional Development Office.

Faculty members may apply for 2 days (12-hours) of Professional Development for mentoring full-time or part-time faculty.

Reading or viewing videos as a professional development activity must be related to the discipline or to the teaching/learning process. The expected impact this activity will have on classroom practices must be described on the Professional Development Contract. Either a review or a summary of the reading or video must be submitted to the Professional Development Office.

- 2j. **Visit business or commercial sites. The purpose may be to inquire about prospective employment for students (to identify industry's needs) or to develop an extension of a campus major or program.**

Arranging internships for students may be considered a professional development activity for faculty who are not teaching in the Cooperative Education Program.

**2k. Re-design repair or maintain physical facilities that are integral to educational tasks. This includes any renovation and updating of the Vocational Technology Division's equipment and shops that is best done by department personnel.**

It includes kiln and furnace rebuilding in the art department and laboratory re-design in the sciences. It excludes routine maintenance of general campus facilities.

*\*If you are using this category, please explain why this is NOT a routine procedure.*

Moving is not a professional development activity. Painting, cleaning or reorganizing office furniture or files is not a professional development activity.

**2l. Assess library holdings. In consultation with the appropriate acquisitions librarian, periodic reassessment of both academic and non-academic library holdings is desirable. The result of the investigation should be a written review and recommendation submitted to the Director of the library.**

**2m. Offer instructional or non-instructional programs for students. Non-instructional activities may include informing students about campus issues, working with them on solutions for campus problems, or participating with them in cultural events that have educational impact.**

Club advising is a part of routine campus involvement as a full-time faculty member and is not considered a professional development activity.

Part-time faculty involvement as a club advisor may be considered a professional development activity.

Starting a new club on campus or becoming involved in state, regional, or national conferences with student clubs would be considered a professional development activity.

Mentoring students is a routine activity and does not qualify as professional development.

Trips arranged outside of a course's requirements may be included as a professional development activity if it provides the faculty member with opportunities for professional development.

Making travel arrangements for a field trip that is part of course requirements is not a professional development activity.

Pre-testing/assessing/audition judging are considered professional development under limited circumstances.

Teaching, in general, is not considered a professional development activity. Professional development should not be used to remedy a lack of funds in a department for substitutes or to pay faculty for directed studies or workshops or courses in the department or at another campus. However, teaching may qualify as a professional development activity under specific circumstances:

- The course is being taught at an accredited university; and
- The instructor does not teach the course on a regular basis; and
- The instructor does not receive salary and benefits from the university; and
- The course is upper division or graduate level; and
- The course does not have a Palomar College equivalent.

**2n. Participate in temporary job exchanges on campus or with another institution.**

Information regarding Fulbright Teacher Exchanges, the Community College Exchange Program, and the National Faculty Exchange Program is available from the Professional Development Office. Full-time tenured faculty are eligible for these programs. Applications for exchanges are accepted at any time. Short-term exchanges with campuses in the San Diego area are possible.

**2o. Observe a colleague's teaching to 1) prepare for teaching a course in a different specialty area, 2) learn successful teaching techniques, or 3) prepare for team teaching and interdisciplinary curriculum revisions.**

To be approved as a professional development activity, the purpose for the observation, date, time, instructor, and course title must be included on the Professional Development Contract.

**2p. Develop instructional media. For instance, producing special topic videos and slide presentations, writing storyboards or scripts for multimedia presentations, or writing workbooks and lab manuals would be appropriate activities.**

**2q. Develop assignment(s) to integrate information competency into the curriculum.**

**2r. Develop strategies to integrate study skills into your discipline.**

## Category 3. Organizational Dynamics

### 3a. Restructure department or office organization and procedures to better serve instructional goals.

Restructuring refers to organizational relationships, such as combining disciplines or office roles/responsibilities.

### 3b. Create and implement professional development workshops for new, continuing, and part-time personnel.

Preparation time for presenters of professional development workshops is granted for as many hours as the preparation requires. To propose a workshop, fill out a Professional Development Program Workshop Proposal Form

### 3c. Review articulation of courses or other cooperative efforts which relate to the California State University and the University of California systems and to local public school Districts.

### 3d. Assess and improve the community relations of the College. This includes, but is not at all limited to, Speakers' Bureau activities and demographic studies.

### 3e. Become informed about, and act on, changing regulations, legislation, and state programs which affect the College.

### 3f. Participate in community college business at the state level. This includes the state Academic Senate and other community college associations and commissions.

### 3g. Participate in the Instructor Advisement Program.

This program involves faculty participating in career planning with their students. Instructor advisement occurs in addition to regularly scheduled office hours. A time sheet that accounts for the instructor advisor hours must be submitted to the Professional Development Office.

Outreach activities for coaches and cooperative education faculty may be part of the instructor advisor program. A specific example of this is the Student Athlete Tracking Program which involves academic counseling, tutoring, and career planning with a cohort of students over a two-year period.

### 3h. Advise students during the open registration process.

Recruiting students into your classes during registration is considered a routine activity and does not qualify for professional development. Assisting students in academic and career planning during registration is a professional development activity.

### 3i. Gain the knowledge needed for effective service in the rotating positions of Faculty Senate President, Department Chair, Professional Development Coordinator, Tenure and Evaluation Coordinator, and Academic Technology Resources Coordinator.

Department chairs may meet their entire professional development commitment for the first two years spent as department chair. They should specify the areas that they will focus on for professional development using the following list of appropriate activities:

- Gain knowledge of methods to provide discipline-related resources for the department and of professional organizations in the discipline; or
- Gain knowledge of leadership skills, personnel policies and procedures, and department operation; or
- Gain knowledge of institutional policies, college governance, accreditation, articulation, and interdepartmental relationships.

During the third year tenure, department chairs may apply for two days (twelve hours) of professional development for mentoring an incoming chairperson.