

Self-Design Activities

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 1. Currency and Growth in One's Field

<p>1a. 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.</p> <p>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.</p> <p>1b. Attend professional conferences and workshops. This is not limited to those who are presenters at the conference or workshop.</p> <p>Participation in meetings of professional organizations that are approved by a state licensing board for continuing education credit is 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.</p>	<p>1e. Engage in constructive activities and original research in one's field or in a related field.</p> <p>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 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.</p>
<p>1c. Create or learn to use computer-assisted instruction.</p> <p>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 information if you would like more information.</p> <p>1d. Write for publication. The topic must be related to the writer's field of expertise. Included are journal articles, popular magazine articles, scholarly books, textbooks, and other curricular materials. These projects would reflect the College's guidelines on publication.</p> <p>The writing does not have to be published in order to complete the professional development hours.</p>	<p>1f. Acquire foreign language skills. This includes only languages that directly enhance one's ability to work in his or her field.</p> <p>Course work in a foreign language may also be approved if related to a faculty member's workplace effectiveness.</p> <p>1g. Do course work in one's field. This course is typically upper-division or graduate level.</p> <p>Upper division or graduate-level course work related to the discipline or to post-secondary 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.</p> <p>1h. 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.</p>

Category 2. Workplace Effectiveness

<p>2a. Develop skills in Writing Across the Curriculum.</p> <p>2b. Develop skills in Reading Across the Curriculum.</p> <p>2c. Develop skills in Critical Thinking in the classroom.</p> <p>2d. Develop and test skills and tools for evaluation of one's 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.</p>	<p>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.</p>
<p>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).</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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 and 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.</p>	<p>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.</p>

