Handbook for

Faculty Excellence

A Program for Professional Development

Shasta College

Drafted by the Faculty Excellence Committee,
Standing Subcommittee of the Academic Senate
Spring, 2015

Approved by the Academic Senate
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Comments, questions and suggestions can be emailed to:
FacultyProfDev@shastacollege.edu
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Chapter 1: The Faculty Excellence Program

The Faculty Excellence Program is one component of the Professional Development Program at Shasta College. The purpose of the Faculty Excellence Program is to provide opportunities for faculty (full-time, part-time, instructional and non-instructional) to participate in professional development activities that are related to three distinct categories for improvement: faculty improvement, student improvement, and instructional improvement (Title 5, Section 55720).

At Shasta College this is an opportunity for faculty to pursue projects that will benefit students and improve their own teaching, to meet with colleagues for wide ranging discussions about teaching and learning and generally, to move the college toward excellence.

Annual Hourly Requirements for the Faculty Excellence Program

The Faculty Association negotiates and approves the academic calendar each year, which includes a designated number of hours for professional development. For the academic years 2014-15 and 2015-16, the academic calendar provides 66 hours (11 days) each year for full-time faculty to engage in professional development. Twelve of these hours are designated for Welcome Back Days, 12 are designated for participation in area planning and the learning outcomes process, and the remaining 42 hours are for the individual professional development activities necessary to support each faculty member’s Annual Professional Development Plan.

1. Welcome Back Days - one each semester, 6 hours each 12 hours
2. Area Planning and Learning Outcomes Process 12 hours
3. Professional Development Activities and Projects (to support goal(s) listed on the Annual Professional Development Plan) 42 hours
   66 hours total

Part-time faculty members are encouraged to participate in the Faculty Excellence Program and are paid according to individual contracts. Part-time faculty will be individually notified of their number of hours available for professional development. In some instances, part-time faculty members may be required to engage in some of the above professional development opportunities to receive maximum pay. Appendix B explains the formula for part-time faculty. Part-time faculty are not required to write an Annual Professional Development Plan.

Overload: Full-time faculty who teach “overload” courses are also eligible for additional professional development hours. These faculty will be individually notified by the Office of Instruction as to the number of hours available.

The Annual Professional Development Plan

Generally, each year by August 31, every full-time faculty member will create an Annual Professional Development Plan for the following year. The Plan covers the time period July 1 through June 30 (Title 5, Section 55720(a)).
Plans may be turned in any time of the year, but:
   a) no later than August 31 for the current academic year
   b) if you plan to do something over the summer preceding the academic year, the plan needs to be submitted and approved BEFORE the start of the project.

If you are out of town, you may submit your Plan via email to the dean. Attach the Plan to the email.

The idea behind the Plan is that faculty determine their own goal(s) for the coming year. The goal(s) should fall into one of the categories outlined in Title 5: faculty improvement, student improvement, and instructional improvement. Then faculty spend the year participating in 42 hours of activities and projects that directly support the achievement of those stated goals.

Sample Goals:
   • I want to build a website for my courses. Category # 2
   • I want to learn more about assessing my students throughout the semester. Category #3
   • I want to be a better resource to my at-risk students. Category #1

The Plan is submitted to the dean for approval. Approval will be based on the following criteria:

1. Each goal listed should fall into at least one of the broad categories: faculty improvement, student improvement or instructional improvement.
2. The activities listed are on the Menu of Pre-Approved Professional Development Activities.
3. If desired, the faculty member can propose a project of their own design. The Professional Development Project Proposal form needs to be filled out and submitted to the dean for approval.

IMPORTANT: Faculty can propose a revision their Annual Professional Development Plan at any time by resubmitting a revised Plan. It is understood that opportunities come up at different times during the year, and faculty may find a worthwhile activity after the Plan is submitted. This process is flexible enough to accommodate such discoveries.

Summary of the forms mentioned in this chapter:

<table>
<thead>
<tr>
<th>Form</th>
<th>Use this form to:</th>
</tr>
</thead>
</table>
| Annual Professional Development Plan                              | 1. Create goal(s) for the year  
|                                                                  | 2. List your pre-approved activities                   |
| Menu of Pre-Approved Professional Development Activities          | Select from the list of pre-approved activities        |
| (can be modified at any time by faculty member)                   |                                                       |
| Professional Development Project Proposal                         | Create an individualized project that is not on the pre-approved menu |

All forms are available on the following webpages on Shasta College’s website:
   • Faculty Excellence Program Professional Development Program
   • Faculty Corner Office of Instruction
The Faculty Association negotiates and approves the academic calendar each year, which includes a designated number of hours for professional development. For the academic years 2014-15 and 2015-16, the academic calendar provides 66 hours (11 days) each year for full-time faculty to engage in professional development between July 1 and June 30. Professional development opportunities fall into three types and the number of hours designated for each type is as follows:

1. Welcome Back Days – one each semester, 6 hours each  
2. Area Planning and Learning Outcomes Process  
3. Professional Development Activities & Projects (to support goal(s) listed on the Annual Professional Development Plan)  

66 hours total

Welcome Back Days – 12 Hours

Each academic year, two Welcome Back Days will be scheduled; one during Fall semester, and one during Spring semester. Most frequently a Welcome Back Day will be 6 hours. In the event a day is designated as more than 6 hours then the extra hour(s) will automatically be applied toward the 42 required hours for professional development Activities and Projects.

Dates and stipulations for Welcome Back Days are negotiated in the Faculty Collective Bargaining Agreement, and are included in the 175 day academic calendar. The Faculty Association negotiates the academic calendar and therefore determines whether professional development days are “fixed” or “floating.”

Faculty verify their attendance at a Welcome Back Day by completing the Welcome Back Day Evaluation Form available to download on the Faculty Excellence Program webpage. Faculty should submit one completed form for each Welcome Back Day attended to their dean as soon after the event as possible, but not later than May 30.

Area Planning and Learning Outcomes Process– 12 Hours

These hours are specifically designated to give faculty time to (1) meet together with other faculty to write an Area Plan and Program Review, and (2) address learning outcomes (SLOs, PLOs, GELOs, ISLOs).

To address learning outcomes, faculty can use this time to:
   a) assess learning outcomes
   b) report assessment results
   c) and most importantly for advancement in teaching and learning, to discuss such findings with colleagues, and create a plan for improvement.

Each full-time faculty member is credited 12 hours each academic year. The 12 hours are not meant to be an exact hour count of the time it will take to complete these activities. It is recognized that during any given year, faculty may spend more or less than 12 hours. As an example, Program Reviews are not completed every year. It is estimated that on average, faculty will need approximately 12 hours in any given year to write an Area Plan, Program Review, and to assess learning outcomes, report the results, and discuss results with colleagues. It is not necessary that faculty track or report these hours; however if it becomes apparent that a faculty member is not participating, then the matter will be taken up by the Faculty Association and the
Administration. Current language in the Faculty Collective Bargaining Agreement and/or any Memorandums of Understanding (MOUs) will be followed.

Professional Development Activities and Projects – 42 Hours

Professional development ACTIVITIES are on the Menu of Pre-Approved Professional Development Activities. These menu items are developed with the input of faculty, staff and administration. Due to its collaborative and collective nature, this Menu of Pre-Approved Activities expands every semester. It is organized by the Faculty Excellence Committee. Suggestions for having new activities included on this Menu can be directed to: FacultyProfDev@shastacollege.edu

PROJECTS are learning experiences designed by the instructor. These projects support the individual goal(s) each faculty member has listed on their Annual Professional Development Plan. Each of these projects should be submitted to the appropriate dean for approval before work begins.

Together, these activities and projects should equal 42 hours.

Activities and Projects are discussed in greater detail in the next chapter.
Chapter 3: Kinds of Individual Professional Development [Activities and Projects]

Professional development activities and projects are the learning experiences that support the individual goal(s) each faculty member has listed on their Annual Professional Development Plan. The learning experiences may be 1) a pre-approved activity and not need dean approval, or 2) a project that needs dean approval.

1: Pre-Approved Professional Development Activities

With input from faculty, staff and administration, the Faculty Excellence Committee (FEC) has compiled a Menu of Pre-Approved Professional Development Activities. These activities have the PD Seal of Approval which means that the activities have been pre-approved by the FEC and therefore do not require dean approval. During the year, after the Menu is published, additional opportunities may arise that could be pre-approved by the Faculty Excellence Committee. Updates to the Menu will be sent out to the faculty and deans no more than once a month, as needed. Look for the PD Seal of Approval on workshop announcements. Follow the directions on the Menu to ensure you are credited with the appropriate number of hours.

Creating a New Workshop or Activity:

Faculty can create new workshops at any time to deliver to the campus community. If you are interested in doing this, please refer to Chapter 5, page 9 of this Handbook.

2: Projects Needing Dean Approval

To achieve a goal listed on the Annual Professional Development Plan, faculty members may choose to create a project of their own design. Projects are encouraged, especially those that support a college goal or respond to a faculty member’s conclusions based on SLO assessments. Faculty must complete the Professional Development Project Proposal form and submit it to their dean for approval.

Group projects are also encouraged. If it is a group project, each faculty member must complete a separate Proposal form and submit it to their respective dean for approval.

Some examples of projects are:

1. Research how to “flip” a classroom, meet with other faculty who have implemented this change, implement change and summarize results. The project could include doing a workshop for other faculty and/or visiting other colleges.
2. Meet with Student Services staff and counselors to determine ways to better market a program, design materials and other information, and perform outreach or collaborate with high school and community groups.
3. Develop a new student club, recruit members, create bylaws and begin holding meetings/having activities.

A project must include experiences that fall under at least one of the three broad categories: faculty improvement, student improvement and instructional improvement. The following table is meant to inspire
ideas for projects in each of the three categories. *(For pre-approved activities, please see the Menu of Pre-Approved Professional Development Activities.)*

<table>
<thead>
<tr>
<th>Category 1 – Faculty Improvement Related to Job Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take a MOOC to improve your capacity as a faculty member. Try Coursera, Udacity or EdX. <em>(Cannot double count for step or column movement on pay scale.)</em></td>
</tr>
<tr>
<td>Develop a workshop that would be included on the <em>Menu of Pre-Approved Individual Professional Development Activities</em> and have the <em>PD Seal of Approval</em></td>
</tr>
<tr>
<td>Improve your aptitude with computers, software and technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category 2 – Student Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a student success webinar</td>
</tr>
<tr>
<td>Create an online resource guide for student use</td>
</tr>
<tr>
<td>Hold a department meeting for the purpose of deep discussions of learning outcomes results</td>
</tr>
<tr>
<td>Develop a student club, recruit members and help get the club started</td>
</tr>
<tr>
<td>Develop a marketing plan for your program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category 3 – Instructional Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional or departmental research (e.g., job skill requirements, research on ethnicity data on students and staff, gender equity, campus climate, etc.)</td>
</tr>
<tr>
<td>Attend a conference on current brain research and implications for learning</td>
</tr>
<tr>
<td>Flip a classroom</td>
</tr>
</tbody>
</table>

Projects will need dean pre-approval since they are not on the *Menu of Pre-Approved Individual Professional Development Activities* and do not have the *PD Seal of Approval*. Project proposals should describe the scope of the project, list the expected outcomes of the project, give a general timeline, list all faculty who will be participating in the project, the cost of the project (if applicable) and the number of hours being requested for each faculty member participating in the project.

Project proposals submitted to the dean will be approved based on:

1. The project supports goal(s) listed on the *Annual Professional Development Plan*.
2. A project must include topics that fall under at least one of the three broad categories: faculty improvement, student improvement and instructional improvement.
3. The project addresses a topic related to an institutional planning document:
   a. Strategic Plan
   b. Area Plan or Program Review
c. Student Success and Support Program Plan  
d. Student Equity Plan  
e. Basic Skills/ESL Action Plan  
f. Enrollment Management Plan  
g. Any other planning document, as appropriate  

4. The hours listed for the project are reasonable.  

If the project is a group project and the faculty participating in the project have different deans then the deans involved will confer and jointly approve or deny the project.  

If a project proposal includes a budget request for attending a conference, then after the dean approves the project, the faculty member(s) will fill out the appropriate Travel Expense forms found on the HR or Professional Development webpages.  

Individual Professional Development hours WILL NOT be approved for:  

1. Activities that are contractual. Examples of contractual activities include holding office hours, serving on committees, and calculating grades. Please refer to the Faculty Contract for more information.  
2. An activity that is (or can be) used to advance on the salary schedule.  
3. Duties for which a stipend is available. A list of stipends available is in Section 7.3 of the 2014 – 2017 Faculty Contract.  
4. Attendance at a Welcome Back Day or participation in the Area Planning and Learning Outcomes Process activities that are already included in the 12 hours credited to all full-time faculty.
Chapter 4: Committees and Centers to Support Professional Development

Professional Development Committee

The Professional Development Committee is a long-standing group at the college that oversees professional development for all faculty, staff and administrators, and reports to the Administrative Services Council. This group manages and approves the college’s Professional Development Fund for conference attendance and travel.

Faculty Excellence Committee

The Faculty Excellence Committee is a standing subcommittee of the Academic Senate. Professional development for faculty falls under the “academic and professional matters” of the Academic Senate, commonly known as the “10+1.”

The mission of the FEC is to promote, improve, and sustain the professional growth of faculty for the benefit of students and in order to assist the College in meeting its goals.

The purpose of this committee is to:

a. Provide a complete description of the professional development calendar and configuration
b. Develop institutional criteria for professional development credit
c. Develop the content and schedule for professional development days/activities (activities in lieu of regular classroom instruction)
d. Survey faculty annually about professional development needs and evaluating the overall professional development program

The complete bylaws of the Faculty Excellence Committee can be found on the Faculty Excellence Program webpage and on the Faculty Corner webpage.

Center for Excellence in Learning and Teaching (CELT)

At this time the Center for Learning and Teaching and is being developed and is an important part of the Faculty Excellence Program. The CELT is located in Room 224 in the Library. Faculty are working together this year to implement this project.
Faculty who are interested in creating and leading a new professional development activity are encouraged to do so. Upon approval, the new workshop or activity will be included in the Menu of Pre-Approved Professional Development Activities. Proposals are welcome at any time during the year. Faculty who present/facilitate a workshop will receive double professional development credit for the hours of the proposed workshop.

To make a proposal for a new workshop, the faculty member will follow the process below:

1. The faculty member fills out the Professional Development Workshop Proposal form and submits it to the Faculty Excellence Committee via email at FacultyProfDev@shastacollege.edu.

2. Proposals are added to the committee meeting agenda in the order they are received.

3. Proposals received within one week/5 business days before a regularly scheduled committee meeting may be considered on the subsequent meeting agenda if work volume permits; otherwise they will be considered at the next committee meeting.

4. The Chairperson of the FEC will disseminate proposals to committee members for evaluation at least one week or 5 days prior to regularly scheduled meetings.

5. The Faculty Excellence Committee will base approval according to the following criteria:
   a. A workshop/activity must include topics that fall under at least one of the three broad categories: faculty improvement, student improvement and instructional improvement.
   b. The workshop/activity addresses a topic related to an institutional planning document:
      1. Strategic Plan
      2. Area Plan or Program Review
      3. Student Success and Support Program Plan
      4. Student Equity Plan
      5. Basic Skills/ESL Action Plan
      6. Enrollment Management Plan
      7. Any other planning document, as appropriate
   c. The hours listed for the project are reasonable.

6. The committee’s decision on the proposal will be made by a simple majority vote. The vote may be one of the following:
   a. Approve
   b. Deny
   c. Need more information
   d. Hold – postpone decision to the next meeting

7. The faculty member is notified of the committee’s decision by the FEC Chairperson via email within 2 business days of the committee meeting.

8. Proposals that are denied may be resubmitted for consideration with justification and written support from the faculty member’s dean.

9. The FEC will review the resubmitted materials following the procedure above in items #2-6.
Chapter 6: Appeal Process

The Faculty Excellence Committee WILL NOT hear appeals from denials by deans of any issues related to faculty professional development.

The Faculty Association will hear appeals in this area as the flexible calendar provides days of training in lieu of instruction, for a total of 175 days. If a professional development proposal is denied by an administrator, the matter falls under the purview of the Association because it is related to wages and benefits.

IMPORTANT: Because the Menu of Pre-Approved Professional Development Activities contains items that are pre-approved by the Faculty Excellence Committee, appeals will only be heard for projects proposed by a faculty member that are subsequently denied by an administrator.

The appeal process is as follows:

1. The faculty member has submitted a project proposal.

2. The dean has denied the faculty project proposal.

3. The faculty member forwards their denied Professional Development Project Proposal form to the Faculty Association.

4. The matter is subject to the procedure determined by the Faculty Association. Please contact union representatives for further information.
Appendix A – Important Dates

For 2014-2015:

Full-time faculty should submit one completed form to their dean for each Welcome Back Day attended by May 30th. As soon as the day is over is best.

Each year by August 31 at the latest, every full-time faculty member will create and submit an Annual Professional Development Plan for the current academic year. If you plan to do work over the summer, you must submit the Plan for approval BEFORE beginning work. Remember that the Plan covers the time period from July 1st to June 30th each year.

For Summer 2015:

If full time faculty plan to do work over the summer, a Plan must be submitted to the dean for approval BEFORE beginning work.

Remember:
- Work done before or on June 30 is credited to 2014-15 professional development credit.
- Work done on or after July 1 is credited to 2015-16 professional development credit.
Appendix B – Hourly Obligation for Part-Time Faculty

Obligations of part-time faculty will be determined each year based on individual contracts and the academic calendar. Each PT faculty member affected will be notified of their number of flex hours in their contract. As a rule of thumb, any class meeting that falls on a designated flex day will be replaced (hour for hour) with a flex hour. PT faculty will have a variety of choices available to meet their flex obligations (see Menu of Pre-Approved Professional Development Activities). Only Weekly Census courses lose class meeting time to flex days; therefore, this change affects only those courses.

Some part-time faculty and full-time faculty with overloads also enter into a short-term contract with the district for teaching specific full-term courses that have been reduced due to the flexible calendar.

It is important to distinguish between full-term courses and courses not subject to flex requirements. A full-term course is a course that begins within one week of the first day of instruction of each semester, as designated in the official academic calendar, and ends within one week of the scheduled last day of instruction of each semester. Thus, by definition, summer school, short-term, some positive attendance courses, or courses with mandated hours when the hours are not reduced because of the flexible calendar are not full-term courses. A course for which the total number of instructional hours remains the same regardless of the flexible schedule is not subject to the flexible calendar requirements. Instructors of these exempted courses should be encouraged to participate in flex activities but do not have to be remunerated for attending.

Each district is reimbursed through a formula for the full number of hours for a course (instruction and flex). Therefore, each district is obligated to pay part-time instructors affected by flex for flex hours. In order to determine which part-time faculty are affected by the flexible calendar, it is first necessary for each district to determine which days of the week have been designated as “in-lieu-of-instruction days.” This is done to determine which full-term courses are being taught by part-time instructors and by full-time faculty members teaching overloads have been shortened. This does not mean that all faculty have to perform activities on these specific days.

(See example on next page.)
EXAMPLE

District A designates 5 days a year for professional development (flex)

Fall semester: Monday and Tuesday
Spring semester: Wednesday, Thursday, Friday

Those full-term academic courses taught by part-time faculty and full-time faculty teaching overloads on Mondays and Tuesdays in the fall are the courses shortened by the college flexible calendar program. The same is true for the spring for the Wednesday, Thursday and Friday that is designated as “in-lieu-of-instruction days.”

The flex obligation of those affected faculty would be equal to the number of hours that each teaches on those particular days.

FALL SEMESTER – a Monday and Tuesday are “in-lieu-of-instruction days”

Teacher X: Billy Rubin
Teaches 3 hours on Monday--flex obligation is 3 hours.

Teacher Y: Al Bumin
Teaches 2 hours on Monday and 3 hours on Tuesday-- flex obligation is 5 hours

Teacher Z: Polly Ester
Teaches 3 hours on Wednesday and 6 hours on Friday-- flex obligation is 0 hours

SPRING SEMESTER – a Wednesday, Thursday, and Friday are “in-lieu-of-instruction days”

Teacher X: Billy Rubin
Teaches 3 hours on Monday--flex obligation is 0 hours.

Teacher Z: Polly Ester
Teaches 3 hours on Wednesday and 6 hours on Friday-- flex obligation is 9 hours.

Teacher XX: Robin Banks
Teaches 4 hours on Thursday--flex obligation is 4 hours.

*From “Guidelines for the Implementation of the Flexible Calendar Program” by the Faculty Development Committee of the Academic Senate for California Community Colleges, page 11, Section B, “Part-Time Faculty.”
The following is a list of essential forms used in the Faculty Excellence Program at Shasta College.

Resources:
1. Handbook for Faculty Excellence
2. Bylaws of the Faculty Excellence Committee

Forms:
3. Annual Professional Development Plan
4. Menu of Pre-Approved Professional Development Activities
5. Professional Development Project Proposal
6. Welcome Back Day Evaluation Form
7. Sign-in sheet for workshops or meetings
8. Professional Development Workshop Proposal
9. Travel Expense forms from Human Resources

<table>
<thead>
<tr>
<th>Form</th>
<th>Purpose / Use</th>
<th>Turn it in to</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Professional Development Plan</td>
<td>To set goals to focus your efforts for improvement for the coming year.</td>
<td>Dean</td>
<td>August 31, unless you need approval for summer activities</td>
</tr>
<tr>
<td>Menu of Pre-Approved Activities</td>
<td>To give you a list of activities that are pre-approved to help you achieve your yearly goals.</td>
<td>N/A – use as a resource</td>
<td>N/A</td>
</tr>
<tr>
<td>Professional Development Project Proposal</td>
<td>To propose a self-designed project that will help you achieve your yearly goals.</td>
<td>Dean</td>
<td>Any time during the year, but before beginning work on the project.</td>
</tr>
<tr>
<td>Welcome Back Day Evaluation Form</td>
<td>To verify your attendance at Welcome Back Day. Also to provide feedback on the day’s event.</td>
<td>Dean</td>
<td>Ideally, immediately after the Welcome Back Day, but no later than May 30th of the current year.</td>
</tr>
<tr>
<td>Sign-in sheet</td>
<td>To provide Office of Instruction with evidence of attendance at on-campus events. (The facilitator will print out and bring to the event, then turn in to VPI.)</td>
<td>Office of Instruction</td>
<td>As soon as possible after the event.</td>
</tr>
<tr>
<td>Professional Development Workshop Proposal</td>
<td>To propose a new workshop on campus that you want to facilitate.</td>
<td>Faculty Excellence Committee – email it to: <a href="mailto:FacultyProfDev@Shastacollege.edu">FacultyProfDev@Shastacollege.edu</a></td>
<td>Any time during the year.</td>
</tr>
<tr>
<td>Travel Expense Request</td>
<td>To request funds for travel related to professional development.</td>
<td>Dean, then it goes to VPI, HR and then Professional Development Committee</td>
<td>Any time during the year.</td>
</tr>
</tbody>
</table>
After Senate approval, include a blank copy of each form in this Handbook.
Appendix D – Webpages with Professional Development Information and Forms

Please visit the following pages on www.shastacollege.edu for information and forms regarding the Faculty Excellence Program:

1. Faculty Excellence Program
2. Faculty Corner
3. Office of Instruction
4. Professional Development Program

Other resources for Professional Development in the California Community College system:

1. 3CSN – the professional development arm of the Basic Skills Initiative
2. 4C/SD – the statewide CCC staff development committee
3. Guidelines for the Implementation of the Flexible Calendar Program
4. ASCCC – the statewide Academic Senate
5. Student Success Act of 2012

Shasta College Planning Documents:

1. Educational Master Plan
2. Strategic Plan
3. Student Equity Plan
4. Student Success and Support Plan
5. Enrollment Management Plan
6. Basic Skills/ESL Action Plan
7. Area Plans
Each Full-Time Faculty Member shall be responsible for 66 hours of Professional Development:

- 12 hours shall be met attending two (2) Welcome Back Days
- 12 hours shall be met completing Learning Outcomes Process and Area Planning documents
- 42 hours shall be met completing Individual Professional Development Activities

1. First off, it seems there is a lot of overlap of responsibilities. So who is in charge of what?

The Faculty Association represents the faculty regarding working conditions, i.e., workload, assignment, working hours, academic calendar, and salary and benefits. The FA is responsible for negotiating the academic calendar, which includes professional development days “in lieu of instruction.” The FA works with the District to determine the number of days and which ones are fixed or floating. The Association negotiates contract language with regard to faculty professional development. It also develops Memorandums of Understanding (MOUs) as needed. The FA is responsible for hearing any and all appeals for denied proposals made by faculty for individual projects.

The Academic Senate represents the faculty in academic and professional matters. It is responsible for the overall direction, implementation and evaluation of faculty professional development. The Academic Senate represents the faculty in the eleven specific areas assigned by Education Code, Title 5 §53200-204. In addition, the Education Code assigns myriad additional responsibilities to academic senates, such as minimum qualifications and equivalency processes, faculty hiring, faculty evaluation and tenure review, administrative retreat rights, and faculty service areas. The “academic and professional matters” of the Academic Senate are commonly known as the “10+1,” of which faculty professional development is #8. The Academic Senate has created the Faculty Excellence Committee, and has delegated much of the work of professional development to the FEC. The Senate maintains direct oversight and supervision of the FEC. The Academic Senate approves bylaws, and policies and procedures of the FEC, including the handbook and forms.

The Faculty Excellence Committee is a standing subcommittee of the Academic Senate. The FEC (made up of faculty representatives) establishes policies and procedures for faculty professional development, conducts needs assessments, establishes a schedule of professional development activities, and conducts program evaluations. The FEC also communicates opportunities with the faculty and solicits their input for program improvement.

The Professional Development Committee is a shared governance committee made up of staff, administration and faculty. This committee oversees the college’s professional development program for staff and administration, and collaborates with the Academic Senate with regard to faculty professional development. This committee also oversees the institution’s professional development budget, which includes requests for conference attendance and travel in most cases.

Deans, because of their close work with faculty and with the needs of the division, act as first-level approval for faculty professional development plans. They also approve or deny faculty designed projects. Deans are to be used as resources for faculty, working with one another to design plans and projects that advance the needs of the division and of the individual faculty members, and ultimately, of the students. In addition, deans also provide first-level approval for travel/conference requests.

Remember: The Faculty Association and the Academic Senate represent the same group of people. Faculty interests are best served when the two representative groups work cooperatively together.
2. **What are Professional Development days?**

As allowed by Title 5, Professional Development days are days set aside in the academic calendar for professional development rather than for meeting with classes. These are paid days “in lieu of instruction.”

3. **What are Welcome Back Days?**

These are professional development days, and are stipulated in the Faculty Collective Bargaining Agreement with regard to the academic calendar. A total of two (2) days shall be identified as Welcome Back Days on the academic calendar. One Welcome Back Day will be scheduled in each academic semester and shall consist of six (6) hours.

4. **What are “fixed” and “floating” days?**

The Faculty Association negotiates the academic calendar and determines which professional development days are “fixed” and “floating.” “Fixed” flex days are those that are set by our calendar - Welcome Back Days are typically fixed flex days. The rest of the days/hours are “floating.” This means you can fulfill them as it suits your schedule.

5. **What is the Annual Professional Development Plan?**

This is how you determine your goals for the year. This is also where you list activities that will help you achieve your goals. This plan is due to your dean every Fall semester by August 31 for the current academic year.

6. **What are Pre-Approved Professional Development Activities?**

These are workshops or activities that are offered on campus or online. There is a Menu of these activities available. According to Title 5, activities fall into 3 broad categories: Faculty Improvement, Student Improvement, and Instructional Improvement. These categories are determined by California Ed Code. The FEC collects and categorizes suggestions from faculty, staff and administrators in an on-going basis.

7. **What are Professional Development Projects?**

Professional development projects must achieve a goal listed on the Annual Professional Develop Plan and may include on- or off-campus activities. You can design your own individual or group project with the approval of your dean. For credit, faculty need to complete the “Professional Development Project Proposal” and submit to their division dean for approval. When work is completed on the project, attach evidence of completion to the proposal as necessary, and submit to your dean.

8. **If we didn’t have Professional Development days, would we have more days of vacation?**

No, we would have additional days of class.

9. **What kinds of activities are considered “professional development” activities?**

The term “Professional Development” includes activities which increase knowledge in the discipline or which directly enhance teaching skills, but also activities which improve student success, retention or completion of educational goals. They may not be activities that are contractual duties.
10. What is “Professional Development Credit”?

Professional Development credit is the state’s way of ensuring that faculty engage in professional development activities equivalent to the amount of time that they would be spending in class without a Professional Development program. One hour of time spent on professional development equals one hour of Professional Development credit. Six hours equals one “day.”

11. How much Professional Development credit do I earn if I present or facilitate an activity?

Individual presenters of campus-wide Professional Development activities earn double Professional Development credit. For example, a presenter would be credited two hours of professional development credit for leading a one hour workshop.

12. What happens if I am sick or have a personal emergency on a “fixed” day?

In accordance with the Faculty Collective Bargaining Agreement, a faculty member who misses a “fixed” Professional Development Day will be subject to the conditions and requirements in the contract. Typically, six hours of Professional Development time shall be equal to one day of absence. Any portion of the 6 hours missed shall be considered a partial absence and will be calculated accordingly.

13. What are my Professional Development obligations if I am on sabbatical leave or extended leave of absence?

Faculty members on extended leave (e.g. sabbatical, study abroad, faculty exchange, catastrophic illness, etc.) shall have their 66 hour Professional Development obligation adjusted for that academic year.

14. You mean we can design our own activities for Professional Development credit?

Yes. If you wish to receive credit for a project of your own design, fill out a “Professional Development Project Proposal” form and submit it to your dean.

15. What kinds of individual or group projects are acceptable for Professional Development credit?

Any projects that result in faculty, student, or instructional improvement are acceptable. Some ideas:

- Development of new assessments for course or program
- Exploration and implementation of high-impact instructional methods
- Incorporating a service learning project
- Research projects involving your own data in your courses

16. How does the college keep track of faculty Professional Development credits?

Faculty will fill out, sign and submit a form for Welcome Back Days. Sign-in sheets are used to track on-campus workshops. For other activities, credit will be tracked through the deans and Instruction Office. Individual projects will be given credit when verification of completion is supplied.

17. When can I earn Professional Development credit?

Professional Development credit may be earned during any non-duty hours (hours you are not scheduled to be in class or in your office) throughout the fiscal year (July 1 – June 30).
18. Can I “bank” hours for next year?
No. The idea is to stay current and to continually work on the craft and science of teaching and learning. If you accumulate excess hours, you cannot use them for any other year.

19. If I do more than the required hours, do I get paid for those extra hours?
No.

20. What about Part-time Faculty?
Shasta College has no Professional Development requirement for part-time faculty members. However, part-time faculty are eligible to earn flex hours depending on whether their class hours have been reduced by moving to a 17-week schedule. PT faculty will be informed each semester about the flex hours they have. We encourage PT faculty to participate in flex, both to get additional pay and increase their personal development and/or their connection to the college.

21. What about classified staff and management personnel?
Classified and management employees do not have a Professional Development requirement; however, they are welcome to participate in any of the scheduled activities. Classified staff need to make prior arrangements with their supervisors in order to coordinate office/area coverage.

22. Do participants have to pre-register to attend an activity?
In most cases, no. However, in order to assure space availability and enough handout materials, pre-registration is required for some programs. For activities requiring pre-registration, information will be provided with the program announcement.

23. If I review course material, e.g., a new textbook, does this count for professional development credit?
No. Some work on curriculum and standard preparation for class is part of a faculty’s contractual duties. Flex credit must be earned for duties outside the contract.

24. What if I don’t complete my Professional Development obligation?
Absences on Welcome Back Days (12 hours) will be handled in compliance with the Faculty Collective Bargaining Agreement. If a Faculty Member does not complete any portion of the additional 54 hours of required Professional Development activities by June 30, the college is required by state law to deduct an equivalent amount of leave since both the Faculty Association and the State approved the flex calendar. There will not be a pay deduction.

25. For full-time faculty, if I teach an overload, do I get extra professional development hours?
Yes, and the good news is that you will get extra pay when you do those extra hours. You will be paid at your regular overload hourly pay rate. Contact the Office of Instruction to report those hours.
26. How do I count hours for professional development credit when I attend a conference?
You can count any hours OUTSIDE of your contractual duties. For example, if you are attending a conference from 9am-4pm, and you are contracted to teach 2 hours and hold 1 office hour that day, you can claim 4 hours. *You cannot claim travel time to or from the conference, nor overnight hours.

27. I need funding for travel. How do I make a request?
For faculty who wish to travel to conferences or conduct site visits of other colleges, there are several institutional budgets for the expenses related to travel. If your travel relates to the goals of Student Equity or the Basic Skills Initiative, apply for funds from those sources first. In addition, the college has a limited district budget for travel, managed by the Professional Development Committee. The Professional Development Committee is the body that approves or denies district funds for travel expenditures for professional development. As always, faculty travel must be approved by the dean. Consult with the dean for division procedures. There are also procedures outlined on the HR webpage for travel and funds. Once on the HR webpage, click on Professional Development Program, then click on Forms.

28. Where can I find information about Professional Development days and activities?
“Welcome Back Days” will be on the academic calendar. On-campus Professional Development activities can be found on the Faculty Excellence website, the Faculty Corner website and activities will be announced in New2Muse. Refer to the Handbook for Faculty Excellence for more information.

29. I just need a form. Where do I find them?
All forms pertaining to faculty professional development can be found on the following websites:

- Faculty Excellence Committee
- Faculty Corner
- Office of Instruction
- Professional Development Program

30. How do I contact the Faculty Excellence Committee if I have questions, suggestions, concerns or comments?
Email the Committee at FacultyProfDev@shastacollege.edu

Updated 2/18/15
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