FPDC Reconstitution Workgroup:
Preliminary Report & Update to the Senate, 4/2/25

Prepared by: Alisa Avelar, Alexa Forrester, Ann Foster, Jessica Harris, Jill Harrison, and Siobhan McGregor-Gordon

Part 1: Background - Our Workgroup Purpose and Processes

Based on communication from Senate President Stover, this group's goals were to:
- Review the Academic Senate's Faculty Professional Development Committee (FPDC) charge and scope as currently described in the Senate's bylaws
- Work with Professional Development Coordinators to understand how faculty professional development work on campus is currently aligned (or not) with this description
- Work with Professional Development Coordinators to distinguish the FPDC's purported function from the function of the district wide Professional Development Committee (DPDC)
- From this work, provide recommendations to the Senate on the charge and scope a reconstituted Faculty Professional Development Committee

So far, we have done the following work towards these goals.
- Reviewed Senate Bylaws and PD: Section 4 and Section 8
- Inventoried all the faculty PD work being done on campus right now and compiled it into a list (see appendix)
- Researched other colleges for inspiration and best practices regarding faculty professional development committees (see appendix)
- Met for a total of 3.5 hours as a workgroup to process and compile preliminary recommendations (see appendix)
- Worked offline to refine and bring these preliminary recommendations to you today

Please note, the following recommendations and attendant lists of questions were created with the hope that the Senate could avoid all of the following potential pitfalls in the process of reconstituting this committee:
- Creating a committee that is not adequately supported by the college
- Creating a committee that duplicates the work of other committees
- Creating a committee that fails to address diverse faculty professional development needs, particularly as relates to various faculty groups, and specific ongoing areas of focus such as IDEAA principles, emergent technologies, and discipline-specific PD
- Creating situations where faculty on the FPDC have access to other faculty's confidential information or are engaged in extracontractual evaluation of their colleagues

Part 2: Draft Recommendations for the Scope and Charge of the Faculty Professional Development Committee

Recommendation for Vision: The Faculty Professional Development Committee (FPDC) will be guided by a holistic vision statement for professional development for all groups of faculty. The FPDC will develop short- and long-term goals related to key functions in each of the four categories below.

> *Questions considered regarding vision:*
> - Who should draft the vision statement?
> - What sorts of financial support and staffing are needed to realize the vision?
> - How much of the committee's work is strategy, how much is it logistics, how much is implementation?
> - How do we best align faculty FPDC with other professional development activities on campus?
> - Is what follows too much work for a single committee, and if so, which items should be removed from this list, and who, if anyone, will be responsible for them?

Recommendations for Scope and Charge: The Faculty Professional Development Committee (FPDC) will be charged with the following functions:

1. Communication: The FPDC will provide clear, routine, and easily accessible communications on the following matters:
   a. Professional development requirements (i.e., contractually required professional development hours, relevant laws)
   b. Professional development opportunities, both internal (e.g., Communities of Practice, Black History Month Events) and external (e.g. conferences, online trainings)
   c. Any available support, financial or otherwise, for professional development (e.g., Faculty Fund for Advance Studies, grants, Sabbatical opportunities)

> *Questions considered regarding communications:*
> - What are the best means of communication? (e.g., a website, canvas course, emails, calendar)
> - How do we streamline communications (e.g., funneling our events into a district wide PD calendar?)
> - What processes will support effective, sustainable communications?
> - What resources are needed to support these processes?

2. Coordination: The FPDC will directly coordinate certain professional development activities and programs, and work to ensure alignment with others. The FPDC will have **primary responsibility** for coordinating:
    a. Forever Flex Program (Currently the charge of PD coordinators, with HR and IT)
    b. Communities of Practice (Currently the charge of Senate Exec)
    c. New Faculty Onboarding (Currently the charge of Senate Exec and PD coordinators via the Senate Mentoring program, the New Faculty Professional Learning Program, and New Faculty Orientations, HR, Chairs)

    > *Questions considered regarding coordination:*
    > - Is the above workload too much? If so, what should be removed, and who should do it instead?
    > - Where do the Faculty Professional Development coordinators fit into all of the above?
    > - What processes will support effective, sustainable coordination?
    > - What resources and dedicated staff are needed to support these processes?

3. Collaboration: In addition to the above, the FPDC will, as appropriate, collaborate and align their efforts in coordination with…
    a. The district wide Professional Development Committee (DPDC) and Professional Development Activities Day
    b. Grants with professional development funding attached (e.g. HSI grant)
    c. Other campus committees as appropriate (ISS, Sustainability, Teaching Fellows, etc.)
    d. Other campus groups working on professional development support (e.g. Faculty Fund for Advanced Studies, Sabbatical Committee, etc.)

    > *Questions considered regarding collaboration:*
    > - How can we avoid duplicating work with these other groups?
    > - How can we avoid confusing faculty regarding who is in charge of what and how they can find information they need?
    > - What processes will support effective, sustainable collaboration?
    > - What resources and dedicated staff are needed to support these processes?

4. Assessment: The FPDC will regularly assess how well it is achieving its vision, including:
   a. Developing processes for gauging whether faculty development needs are being met, and responding appropriately if not (e.g., annual gap analysis)
   b. Empowering faculty with tools to research and to self-assess the value and effectiveness of our own professional development
   c. Creating opportunities for faculty input regarding PD opportunities they would like to pursue (e.g., online feedback form, etc.)

Questions considered:
- What role might the office of Institutional Research play in these efforts?
- What metrics would be reasonable, valuable, and feasible to use to assess the quality of professional development at SRJC?
- What are the best ways for faculty to communicate with the committee?

Part 3: Next Steps for the Workgroup

A. Formulate specific recommendations to the Academic Senate regarding steps needed to create and maintain a committee that serves the functions outlined above, including:
   a. Size and composition of the committee
   b. Meeting schedule of the committee
   c. Input on needed changes to Senate Bylaw language, as appropriate
   d. Input on negotiable items as appropriate, such as:
      i. Recommendations for financial and logistical support for the committee
      ii. Recommendations for PD coordinator roles and other staff support
B. In order to formulate these recommendations, we will…
   a. Meet with each other and communicate with various campus partners (Senate exec, AFA exec, College Council) to understand what is possible and preferable
   b. Continue researching other institutions for inspiration and practices we could borrow
C. Finalize and present these recommendations to the Senate on Wednesday, April 30th

Part 4: Appendices

i. Workgroup meetings
ii. Inventory of current PD practice at SRJC
iii. Links to other colleges

i. Academic Senate FPDC revitalization Work Group

Meeting Times & Deadlines -Spring 2025

Zoom Link https://santarosa-edu.zoom.us/j/7075222778

A. ~~2/11 4-5 PM~~ *~~Meeting Notes (present: Alexa Forrester, Ann Foster, Jill Harrison, Jessica Harris, Siobhan McGregor-Gordon)~~*
B. ~~Tues, 2/18 3-4 PM~~
C. ~~Tues, 3/11 3-4 PM~~
D. **Frid, 3/28 12 noon** Presentation Materials Due to the Academic Senate
E. Tues, 4/1 4-5 PM
F. Wed, 4/2 PM, Provide 1st update at the Senate meeting
G. Tues, 4/1 3-4 PM (add to our list in place of 4/22)
H. **Tues, 4/8** 3-4 PM
I. **Tues, 4/15** 3-4 PM
J. ==**4/22** 3-4 PM (Ann cannot attend, meet only if needed)==
K. **Fri, 4/25 @ 12 noon** Presentation Materials Due to the Academic Senate
L. **Wed, 4/30** Presentation of Final Recommendations to Academic Senate

ii. Primer on Current PD Practices @ SRJC

Answers to the below questions were prepared as preliminary research before we embarked on crafting recommendations for a revitalized FPDC.

1. How are faculty currently compensated for professional development?

SRJC's faculty are committed professionals and we strive to maintain currency and relevance in our respective fields. There are a number of systems established at SRJC to help ensure that faculty engage in up-to-date and relevant professional development, along with systems to create time and incentives to support for that. These include:

Required Professional Development Hours
The state law, interpreted and negotiated via local contract, mandates that faculty must spend some of their paid contract hours on professional development. At SRJC, this includes...
- For full-time faculty

- ○ 18 hours of Flexible "Flex" professional development (administered now via the "Forever Flex" program), 6 hours of which should be focused on DEIAA professional development.
  - ○ 12 hours of "Professional Development Activities" Day workshops (6 in Spring, 6 in Fall)
- For associate faculty
  - ○ Flex requirements depend on whether their teaching assignments fall on district-designated professional development days
  - ○ Participation in PDA is not required, but can be used toward their Flex hours if they have them
  - ○ Some college service activities, like attending department meetings, can also count toward Flex

Additional Financial Incentives for Professional Development
- Paid professional development opportunities
  - ○ Local senate-sponsored "Communities of Practice" (Spring semester)
  - ○ Occasionally grants will include hourly-paid assignments
- Professional Growth Index (PGI) - when full time faculty reach the top step of the pay scale, any additional step changes in their salary require completion of a professional development growth index units, which are evaluated and approved by the PGI committee.

New Faculty Orientation
- New contract faculty attend a required 6-hour orientation before the beginning of their first Fall semester (Spring hires join the subsequent cohort)
- New associate faculty can receive pay for up to 2 hours of orientation - the format and structure of this is currently under discussion.

New Faculty Professional Learning Program
- In lieu of college service in their first year, new full-time faculty engage in 25 hours of professional learning over the course of the year that is geared at helping them understand how to be their best professional selves specifically in the context of SRJC (in lieu of college service)

Sabbatical Program

Tuition Reimbursement

<u>Important Notes about Compensation for Professional Development</u>
- Any pay/compensation for faculty professional development falls under the scope of bargaining and must be negotiated by AFA
- Some PD activities can be used by a faculty member *either* for Flex credit, PGI, *or* payment, but never more than one of these at a time
- In addition to direct pay for hours spent on professional development, there are various ways that faculty attempt to cover expenses related to professional development
  - Faculty Fund for Advanced Studies
  - Earmarked funds from the Chancellor's office or other grants (e.g., Strong Workforce, SEA, Guided Pathways, CAEP, or HSI)
  - ==Department funds?==
  - ==Currently the district provides no general funds for this==

2. What professional development opportunities are available to SRJC faculty?

<u>Discipline-specific professional development</u>
Most disciplines and fields have discipline-specific organizations and associations which sponsor ongoing opportunities for professional development in their respective fields, including publications, training opportunities, and conferences. Individual faculty may avail themselves of any of these opportunities, though registration and travel costs are often a barrier for faculty, and rules and procedures around missing scheduled work for attending such PD activities are not clear and consistently communicated to faculty.

<u>On-campus / SRJC-sponsored Opportunities</u>
- PDA day activities
- On-going & perennial PD opportunities (Forever Flex)
- One-time or limited series offerings (Forever Flex)
- Communities of Practice

<u>DEIAA-specific Professional Development</u>
Beginning in 2024-25, full-time faculty have been required to complete 6 hours of DEIAA professional development as part of 18 hours of total Flex PD. This requirement replaced what was previously a 6 hour departmental determined day.
- Trainings through the Chancellor's Office (Vision Resource Center)

- Some on-campus opportunities (e.g., Black History Month activities, Women's History Month activities, courageous leaders work groups, communities of practice, theater performances)
- Conferences (e.g., a2mend, HSI Research Collectiva)

<u>For New Full-Time Faculty</u>
- Orientation Day
- New Faculty Professional Learning program (1-year)
- New Faculty Mentorship program (1-year, currently under revision)

<u>For New Associate Faculty</u>
- Two-hours paid orientation

3. How are faculty currently informed about professional development opportunities available to them?
- Faculty PD Coordinators have recently adopted a monthly email format for highlighting up-coming PD opportunities, but it needs more support
- Occasional emails from individual constituents advertising programs or events
- *Note: Ann and Alexa believe this is a current 'gap' in PD that a standing faculty committee could help fill.*

4. How is our institution assessing whether faculty member's professional development needs are being met?

- Recent Senate Discussions have provided a forum for faculty to express interest in additional professional development
  - IDEAA
  - Discipline specific
  - Regarding LLM technology and generative AI tools more broadly
- Post PDA surveys (not widely returned)
- *Note: Ann and Alexa believe this is a current 'gap' in PD that a standing faculty committee could help fill.*

5. Who at our institution is responsible for monitoring, overseeing, and communicating about Professional Development expenditures?

- We do not know *if* there is any single person or group monitoring this, though we have been asking for an accounting of PD funds available for some time.
- *Note: Ann and Alexa believe this is a current 'gap' in PD that a standing faculty committee could help fill.*

6. Who is currently involved in overseeing and administering the above pieces of faculty professional development at SRJC?

*Asterisks below indicate functions which involve access to confidential information about individual faculty members and thus would not be appropriate for the FPDC to be involved in.

All Faculty Association (AFA)
- Negotiating working conditions and salary regarding faculty PD
- Answering faculty questions about contract related to PD
- Involved in appointing PD coordinators

District
- Supporting faculty professional development (financial, administratively)
  - Some of this done by deans & committees overseeing specific grants
- Involved in appointing PD coordinators

Academic Senate
- Involved in appointing PD coordinators
- Administering & overseeing the following programs
  - Communities of Practice (COPs)
  - Faculty Fund for Advanced Studies (FFAS) Committee
  - Faculty Mentorship Program
  - Providing guidance to PD coordinators about NFPL & and Forever Flex, etc.
  - Other?

Faculty Professional Development Co-coordinators

2 special assignment positions for full-time faculty members, 20% released time each per semester, 2-year terms, alternate year placements. Current job duties (as practiced)

- Planning and administering the New Faculty orientation and New Faculty Professional Learning program
- Designing and communicating with faculty about the Forever Flex program (and currently doing a lot of IT support and troubleshooting around dysfunctional SIS portal)
- Attending all PDC meetings
- Liaising with all constituent groups about PD matters
- Providing one update to Academic Senate each semester
- Answering general questions from constituents and community members about PD
- Create year-end report to submit to Chancellor's office detailing PD activities of faculty

Tenure & Evaluation Committees*

Responsible for evaluating whether the professional development completed by any individual faculty member meets disciplinary standards and is sufficient for continued employment

Districtwide Professional Development Committee (PDC)

Currently, this multi-constituent committee's primary function is Professional Development Activities Day planning. Occasionally the committee also makes minor website revisions to the district wide professional development website. Committee make-up:

- District Tri-Chair
- Staff Tri-Chair
- Faculty Tri-Chair
- PD Co-coordinators (By position)
- 4 Additional Faculty (2 Senate appt, 2 AFA appt)
- 3 Admin
- 3 Staff

Human Resources*

Responsible for tracking faculty professional development hours owed and completed, reporting to state, docking pay for uncompleted Flex and PDA hours (if NOAs aren't submitted)

Tuition reimbursement

PGI Committee*
Responsible for evaluating PGI applications, and communicating and administering related processes

Tauzer Committee
Responsible for selecting each year's Spring PDA Tauzer lecturer

Sabbatical Committee*
Responsible for selecting faculty for sabbatical leave, helping faculty craft sabbatical projects, and confirming the completion of those projects upon return.

iii. How Professional Development is Handled at Other Colleges: Some Examples

Faculty Professional Development Websites from Other Colleges:

Penn State College of Medicine:
https://faculty.med.psu.edu/professional-development/programs/

Long Beach City College:
https://www.lbcc.edu/faculty-professional-development

Foothill College:
https://foothill.edu/staff-development/index.html

Fullerton College:
https://staffdev.fullcoll.edu/

College of San Mateo:
https://collegeofsanmateo.edu/professionaldevelopment/faculty.asp

Communications from PD committee to faculty:

Foothill College's Monthly Newsletter:
https://myemail.constantcontact.com/Professional-Learning-Newsletter-February-2025.html?soid=1102868058415&aid=Nb9I1qGpBZE

American River College's "Request PD" form:
https://lrccd.formstack.com/forms/got_requests

Access to Funds for Travel and Conferences:

Foothill College:
https://foothill.edu/staff-development/pdf/Travel%20and%20Conference%20Fund%202.pdf

College of San Mateo:
https://collegeofsanmateo.edu/professionaldevelopment/faculty.asp
Fullerton College:
https://staffdev.fullcoll.edu/travelfunding/

Professional Development Plans:

Orange Coast College:
https://orangecoastcollege.edu/e/equity-inclusion/docs/strategic-professional-development-plan.pdf