Rationale

Professional development is essential for faculty to provide effective educational opportunities to a diverse student population. High quality professional development for every teacher is an urgent need. As a means to survive and thrive, professional development has become essential to an institution’s capacity to compete for students today and in the years ahead. Lionel F. Gardiner attests to the importance of high-quality faculty and staff professional development to maintain competence with constant innovation and increases in knowledge about teaching and learning.

The purposes of professional development, according to John Murray, are threefold:
1. “to increase the quality of education for students,
2. to revitalize the institution,
3. and to renew the faculty.”

Each faculty member is responsible for professional development in maintaining current information, remaining abreast of emerging theory and research, and developing pedagogy appropriate to his or her discipline. Although professional development needs and requirements differ between disciplines, there may be common characteristics throughout all fields. Hillsborough Community College has a need for clear definitions and guidelines for faculty professional development. The Professional Development Committee consulted faculty through their Cluster groups, the Tenure Committee, the Academic Affairs Committee, administrators, and FUSA to craft a statement that will provide clear, appropriate guidelines for professional development of faculty at Hillsborough Community College.
Definition of Professional Development for Faculty

Professional development for faculty is defined as increasing professional knowledge to meet the learning needs of the diverse, ever-evolving student population as well as the college community, faculty, and staff. Professional development encompasses activities that promote such development in subject knowledge (information, theory, and research) and in pedagogy (methods of transmitting subject knowledge effectively to students). For clarification on the distinction between Professional Development and Contributions to the Profession, please see Article 6.16.E.1.d.

Professional development enables faculty

1. to gain knowledge and understanding of discipline-specific and cross-disciplinary issues, theories, and practices;
2. to learn strategies, methodologies, and formats for successful delivery of subject content;
3. to gain knowledge of and improve skill in the use of technologies that can enhance teaching;
4. to maintain current knowledge of national and state laws, guidelines, and events that affect teaching.

Effective professional development is unique to each discipline and faculty member. Thus, the professional development plan and its implementation should be comprehensive, individualized, flexible, and fair.
FUSA Contract Language for Tenured Faculty

Faculty will participate in a minimum of ten (10) hours of faculty development activities each year, over and above in-service, except for those parts of in-service specifically designated as faculty development by the Administration. (Article 9.3.B)

FUSA Contract Language for Non-Tenured Faculty

Each year, faculty members on an annual contract must complete a minimum of fifteen (15) hours of faculty professional development.

In addition, faculty members must complete a total of forty-five (45) hours of faculty professional development related to community college teaching and/or the community college in higher education. This requirement may be completed over the course of one year, two years, or three years. (Article 9.2.B as amended on 8/20/12)

NOTE: Tenure contributions may continue to be made during the first half of the fourth year. (Article 6.16.E.1).

Upon hire, a new faculty member must attend a College Pre-Employment orientation... Participation in this orientation is not counted towards the faculty development requirement of ninety (90) hours. (Article 9.2.A)
Professional Development Standards for Faculty

Professional development is unique to each discipline and to each faculty member, and therefore each faculty member should develop a specific plan for professional development appropriate to his or her individual needs and goals. Each faculty member’s professional development plan should be reviewed annually in conjunction with his or her dean and enhanced as needed.

The following rules for professional development options have been established and agreed upon by College Administration, FUSA, and the Professional Development Committee:

- One hour of attendance at a professional development activity is equivalent to one hour of professional development.

- One credit hour of course work (either graduate or undergraduate) is equivalent to 15 hours of professional development.

- A maximum of one credit hour of dissertation work (equal to 15 hours of professional development) may be included for only one year of the applicant’s professional development requirement for tenure.

- Professional development goals and activities must be included in the faculty member’s annual professional development plan and reviewed by the appropriate Dean.

- Tenure contributions completed during summers between years of successive full-time employment may be applied to the professional development requirements for the prior or upcoming year.
Professional Development Activities for Faculty

Following is a list of activities that may constitute professional development. The list was compiled from input provided by HCC Clusters and should not be considered all-inclusive; rather, these are activities that may be relevant to faculty in various disciplines. All professional development activities should be properly and clearly documented. If there is any question or confusion concerning whether an activity or documentation is suitable for professional development, the faculty member should consult the appropriate Cluster, Dean, or the Vice-President of Academic Affairs.

1) Attending presentations (e.g., conferences, institutes, workshops, seminars, webinars, in-service days, All College Day, campus faculty meetings, vendor presentations, speakers)

2) Completing university/college courses (both graduate and undergraduate) either for credit or audit

3) Working on dissertation (limited, as outlined in the Professional Development Standards)

4) Maintaining licensure and/or completing requirements for recertification

5) Visiting colleagues’ classrooms and discussing the content and/or pedagogy of the class sessions

6) Attending or participating in discipline-related events, or visiting discipline-related sites for the purpose of acquiring new knowledge/skills to enhance instructional practice

7) Participating in discipline-related programs and summer institutes sponsored by external organizations
SOURCES

Cluster Group Comments, Hillsborough Community College, February 2012.

