

NORTHLAND COMMUNITY AND TECHNICAL COLLEGE

3450 FACULTY PROFESSIONAL DEVELOPMENT

Policy:

All faculty members in unlimited positions will prepare a Professional Development Plan (PDP). Plans will be developed in consultation with the faculty member's supervisor and shall address specific objectives and expected outcomes in *up to* six component areas of development. The PDP may cover a period of one or more academic years, dependent upon the nature of the activities to be completed. Each PDP will be reviewed in consultation with the faculty member's supervisor periodically.

Purpose:

This policy applies to faculty members in unlimited positions. The purpose of the professional development plan, as stated in System Procedure 3.32.1, "*is to identify activities and/or strategies to be used by the faculty member to maintain currency in the faculty member's credential field(s) and in teaching and learning skills and may include activities that go beyond maintaining currency...*"

Authority:

This policy is written in accordance with Minnesota State Board Policy 3.32 and System Procedure 3.32.1 regarding Faculty Credentialing.

Definitions:

College faculty or college faculty member: College faculty or college faculty member means individuals teaching credit-based courses and counselors and librarians at system community, technical, and combined community and technical colleges.

Unlimited college faculty: Unlimited college faculty means individuals employed by a college in unlimited full-time or part-time positions as defined in the Employment Contract between the Board and Minnesota State College Faculty.

College Faculty Professional Development: Professional development includes continuing improvement in: teaching and learning skills and methods, discipline and program content, student interactions, service to the college and the greater community, and personal growth related to the faculty member's employment responsibilities.

Individual Professional Development Plan: A plan developed by the faculty member in consultation with the faculty member's supervisor addressing specific objectives and expected outcomes with respect to the following components, as appropriate to the faculty member's needs:

1. content knowledge and skill in the discipline/program;
2. teaching methods and instructional strategies;
3. related work experience;
4. study appropriate to the higher education environment;
5. service to the college and the greater community; and
6. other components, as appropriate.

Date of Implementation:

Date of Adoption: 10/10/06 AASC Reviewed

Date & Subject of Revisions:

01/27/09 Reviewed

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