

**PROFESSIONAL LEARNING
FOR IMPROVED OUTCOMES,
COMMUNITY, AND RENEWAL:
THE PROFESSIONAL
DEVELOPMENT EXPERIENCES
OF TENURED FACULTY,
YEARS SIX AND ABOVE**

.....
THE FOOTHILL DE ANZA
COLLEGE DISTRICT
TEACHING AND LEARNING
PROJECT

Research and Recommendations

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INTRODUCTION

Foothill-De Anza Community College District's mission features a strong commitment to creating a "*dynamic learning environment that fosters excellence, opportunity and innovation in meeting the educational needs of our diverse students and community.*"¹ The development of just such a learning environment depends upon modeling high levels of learning throughout the district. Engaging in professional development activities, formal and informal, inspires growth in faculty. Studies have shown that when teachers learn together in professional learning communities, their students learn more and achievement gaps narrow.² When students are exposed to these norms, it demonstrates the kind of lifelong learning that Foothill and De Anza aim to promote.

Foothill-De Anza Community College District has engaged in conversations over the last three years regarding two inter-related challenges: how to improve student performance and how to inspire widespread pedagogical excellence. Chancellor Martha Kanter initiated and led this initiative with a Steering Committee comprised of educational leaders from both campuses.

Over the course of the first year (2005-2006) of the project, the consultants, Amy Gerstein and Nancy Ragey, worked with the Steering Committee³ to identify existing Programs and Services, Structures and Decision-making bodies that existed on each campus that worked to address the concerns embedded in issues of teaching and learning.⁴

Having completed an organizational scan and armed with a greater understanding of the environment, priorities, processes and programs of the two campuses and the district, year two (2006-2007) of this project sought to delve more deeply into the faculty learning experiences, specifically tenure-track and newly tenured full time-time faculty and new part time faculty in their first three quarters of teaching at Foothill and De Anza. The three primary goals for the Teaching and Learning Project for the 2006-2007 academic year were:

- To describe and analyze the professional development experience of new tenure track faculty and newly tenured faculty in their 5th year of teaching
- To describe and analyze the professional development experience of new part-time faculty in their first three quarters of employment
- To prepare recommendations to enhance professional development for new full- and part-time faculty, based on the research findings and results of the external scans.

¹ Mission statement, website

² See for example (Mc Laughlin and Talbert (1993) ; Lee, Smith and Croninger, 1995)

³ A full list of the members of the Steering Committee can be found in Appendix 1

⁴ For a synopsis of findings from year one, see Appendix 2

This phase of the Teaching and Learning project yielded a greater understanding of the professional development experiences of the new full and part time faculty with a focus on their learning experiences, where and how they learn, and the extent to which their learning opportunities are institutionalized and embedded in their daily work with students. A summary of these findings will be found in Chapter 3 of this report.

Understanding more about the learning experiences of new faculty and the institutional implications provided new themes and avenues for the Steering Committee's consideration. The Academic Senates in both colleges and senior administrators all reviewed the report and agreed that an important next step would be to engage in a companion inquiry effort for tenured faculty.

This year the Teaching and Learning project consultants engaged in a study of the tenured faculty (6 or more years) at both Foothill and De Anza colleges. The primary questions guiding this inquiry were:

- To describe and analyze the professional development experience of veteran faculty.
- To examine institutional practices and systems that inhibit, promote and/or reward professional development
- To prepare recommendations to enhance professional development for all faculty, based on the research findings.

This report describes the findings to date, including a set of preliminary recommendations for strengthening professional development at Foothill and De Anza that will be reviewed by the Steering Committee, Academic Senate and senior administrators this fall.

STUDY METHODS AND PARTICIPANTS

The Foothill-De Anza Teaching and Learning Project focused its inquiry on a set of descriptive questions to investigate this year. To address the question of how best to describe and analyze the professional development experiences of tenured faculty, we employed multiple methods of research. We utilized individual interviews, survey questionnaires, and focus group interviews. These three sources of data worked in concert. That is, we used the interviews in the Fall 2007 and early Winter 2008 to surface a set of issues that we later explored more deeply in the survey (Winter 2008). The focus group interviews conducted in May 2008 allowed us to triangulate both earlier sets of data and probe more deeply into the issues and questions that had already begun to emerge.

Research Participants

The total number of tenured faculty identified for participation in this study was 378. Faculty who had worked for six or more years were invited to participate in this study.

Participants include teaching faculty and faculty who have primary responsibilities (library, counseling, etc.) outside of teaching. Table 1 shows the demographic breakdown of tenured faculty identified for this study.

Table 1

Year in Teaching	Foothill and De Anza	% of Tenured Faculty
6- 10 Years	143	38%
11-20 Years	152	40%
21 or more Years	83	22%
Total Number Tenured Faculty	378	100%

Survey respondents represented a wide variety of disciplines and more than 45 different departments on the two campuses. Similarly, focus group participants represented a spectrum of disciplines and included both teaching and non-teaching faculty.

Research Activities

The investigation into the nature of professional development experiences for tenured faculty occurred primarily in two stages: Surveys and Focus Group Interviews. Stage 1 involved a Survey Questionnaire.

In Stage 1, we surveyed, through an anonymous and confidential on-line questionnaire, all tenured faculty at both campuses who had been working six or more years as described above. The total number of faculty who were invited by an email sent by the Chancellor’s office to participate in this survey was 378. We invited participation in the survey in February and March 2008. The total number of respondents was 165—a response rate of 44%. Of the 165 respondents, approximately 42% were from Foothill and 58% were from De Anza. The demographic spread of the survey participants looked much like the overall population of tenured faculty. That is, approximately 40% of the respondents had taught between 6-10 years, approximately 32% of the respondents had taught for 11-20 years and approximately 27% had taught for more than 20 years. They represented every division and more than 45 departments of both colleges. Many of the questions we asked led to further areas of investigation during the next stage of our inquiry. See Appendix 2 for a copy of the survey and the solicitation letter.

Stage 2 was our final phase of investigation. A series of in-depth Focus Group Interviews of tenured faculty with six or more years of experience was carried out. We conducted 6 focus groups and four additional individual interviews with a total of 26 participants. These 26 respondents participated at the same rate from the two campuses (13 from De Anza and 13 from Foothill). We clustered faculty for our focus groups accordingly: 6th-10 year full-time faculty; 11-20 year full-time faculty; faculty with 21 or more years of experience. We invited the entire 378 potential participants to join us for focus groups or

individual interviews during multiple 90-minute time blocks throughout April-May and early June 2008. To accommodate teaching schedules and other potential conflicts, the interviews were scheduled on different days of the week during the lunch hour; meals were provided. All arrangements were made through the Chancellor's assistant Jon O'Bergh. Participants were provided with a consent form assuring them of confidentiality and anonymity.

The purposes of the study and the norms of confidentiality were discussed and reinforced at the beginning of each focus group conversation. During the focus groups we engaged the faculty in conversation as well as provided them with a brief anonymous note-taking sheet for one of our questions. This sheet was collected at each session with the date recorded. Each interview was taped and then transcribed for our analysis. Our focus group interview protocol and consent form is attached in Appendix 3.

CHAPTER 2

EXECUTIVE SUMMARY FOR YEAR 2

2006-07 PROFESSIONAL DEVELOPMENT INQUIRY:

NEW AND PART-TIME FACULTY PROFESSIONAL DEVELOPMENT EXPERIENCE

MAPPING AND ANALYZING THE EXPERIENCES OF NEW AND PART-TIME FACULTY

Executive Summary

The three primary goals for this inquiry were:

- To describe and analyze the professional development experience of new tenure track faculty and newly tenured faculty in their 5th year of teaching
- To describe and analyze the professional development experience of new part-time faculty in their first three quarters of employment
- To prepare recommendations to enhance professional development for new full- and part-time faculty, based on the research findings and results of the external scans.

What follows is an executive summary of the findings from this inquiry. The full report of findings is available upon request to the Chancellor's office.

Study Methods and Participants

The total number of faculty identified for participation in this study was 210 including 102 new full-time faculty and 108 part-time faculty. New full-time faculty was defined as members in their first through fifth year of teaching with full-time appointments on one of the two campuses. New part-time faculty included those who had completed at least three quarters of teaching on one of the two campuses, had earned employment preference and had been teaching between four and nine quarters in the district. The investigation into the nature of professional development experiences for new faculty occurred primarily in three stages: Individual Interviews, Surveys, and Focus Group Interviews. Stage 1 involved a set of individual interviews with leadership at both campuses. These interviews involved Deans, Division Chairs and the Professional Development staff. In total there were 11 participants. In Stage 2, we surveyed, through an anonymous and confidential on-line questionnaire; the total number of respondents was 59 (35 full time, 24 part-time). Stage 3 was our final phase of investigation, a series of in-depth Focus Group Interviews of new full-time faculty and new part-time faculty. We conducted 6 focus groups and two additional individual interviews with a total of 24 participants. These 24 participants were equally divided among the two campuses, however 19 were full-time and 5 were part-time faculty.

Summary of Findings

College Environment

Foothill College and De Anza College are well recognized as colleges of excellence. There is a decentralized system for new faculty professional development, with each college and the district offering a variety of support, programs, rewards and recognition. There are myriad participants and venues in the design, delivery and support system for

professional development for new faculty. However, there was little evidence of an overarching vision to guide the professional development for new faculty members.

Divisions and Departments

Divisions and departments are the professional “homes” for faculty. Indeed they can serve as professional development environments for new faculty. In some instances, the department and divisions were the places to facilitate specific professional activities that included staff retreats, shared reading, opportunities for observing peers teach, etc. that were produced by members of the division and/or the department. While most new faculty identified their department (82%) and division (74%) as learning communities, 50% agreed or strongly agreed with the statement “My department provides useful professional development activities.”⁵

Professional Development Staff and Offices

De Anza has a Staff Development Office that provided a locus of leadership for professional development and a visible representation of the college’s commitment to professional development for new faculty. At the time of this study, Foothill did not have an Office of Professional Development. New leadership at Foothill aspired to build an Office of Professional Development.

Tenure Process

Division and department leadership identified the use of the tenure process as a critical delivery system for professional development. In contrast, we found little evidence that the new faculty perceived the tenure process as professional development. More typically, we heard comments describing tenure as a “hoop to jump through.”⁶

Politics and Information Flow

One significant theme that emerged in terms of the college environment was a need by new faculty to understand the decision-making process, governance, politics and information flow at each campus. Several faculty members talked about the need for a safe place to go to better understand the politics of the college and a desire for additional training in how to work with colleagues and leadership to make a positive impact on the school and on students.

Description of faculty participation in professional development

De Anza and Foothill new faculty members engaged in a wide variety of formal and informal professional development opportunities. Formal professional development experiences would include such activities as conferences and workshops both on and off campus, whereas informal opportunities often include the learning derived from advising student clubs, sitting on committees, and developing courses.

Formal professional development

79% of new faculty spent 5 or more hours over the last year engaged in professional

⁵ Survey questionnaire

⁶ Focus Group Interviews

development. Much of this professional development had occurred on campus in department, division or college sponsored activities. Eighty-eight percent (88%) of new faculty attended outside conferences or workshops. The majority of new faculty participated in conferences that were connected to their professional associations of which they are members. Conferences were especially powerful learning experiences for faculty who attended with other colleagues. Doing so enabled them continue the learning once back on campus and to implement what they learned into their teaching. Additionally, many faculty members had leadership roles at these conferences, serving as presenters, planners and program designers.

Informal professional development

From committee membership, to the Academic Senate, to organizing campus activities, to writing and publishing, to giving presentations on campus—the faculty we talked with were active in myriad ways. Informal professional development was often viewed as a way of life for many faculty. Another example of informal professional development included reading professional literature alone or in groups. In some cases, these groups were supported and structured with department leadership.

Focus of professional development

We learned that the content focus of new faculty professional development was well distributed among student learning, subject matter, and teaching strategy issues. Some faculty focused primarily on subject matter because of the dynamic nature of their discipline or their curriculum. Other faculty focused professional development primarily on pedagogy believing that they needed extra support in building this area of knowledge and skill. Still others wanted to better understand how students learn. For some faculty, their focus was equally weighted in two or all three areas.

Motivations to engage in professional development

The survey identified two primary sources of encouragement for engaging in professional development: individual faculty member interest and one's dean. Further investigation through focus group interviews revealed that the primary motivation for engaging in professional development was "becoming a better teacher." Additional sources of motivation included growing in one's discipline and networking. Advancing in the salary scale was a motivator for 50% of faculty, although not typically the number one reason.

Networking

When the nature of networking was explored more deeply we learned that there was an underlying sophistication to this activity. Faculty explained how they derived a variety of benefits from the networking they did. For example, many faculty recruited students at specific workshops or conferences. Still others sought resources for their institution or for students or for themselves. Networking served to decrease isolation and provide support for faculty members—especially those who were in small departments. A number of respondents talked about the responsibility they felt to raise the profile of their college

and community colleges generally in academic circles and associations and networking allowed them this opportunity.

Professional Growth Awards

Several respondents felt there was a mismatch between the professional development activities they engaged in and what was recognized and rewarded through the PGA system. For example, new faculty reported that significant credit was given for attending conferences while little or no credit was provided for curriculum development or participation in campus activities such as advising a club or serving on some faculty committees.

Part-time Faculty

Foothill and De Anza Colleges rely heavily on part-time faculty. According to this study, there does exist an environment of collegiality and support for part-time faculty. Despite this level of support, some part-time faculty felt decidedly adrift when it comes to support for their professional development, particularly when they are new to teaching. There are some additional barriers for part-time teachers in taking advantage of professional development opportunities offered through the colleges such as workshops and department retreats and meetings. Because many of the part-time instructors teach other places or have other work commitments, they have less time and less flexibility with their schedules. Communication is another challenge.

Preliminary recommendations for further discussion and action

What follows are a summary of the recommendations that appeared in the full report.

Build On Strengths: Develop Your Current Investments

Both campuses have many assets on which to foster future growth. We recommended building on these strengths—capitalizing on the work already underway.

- Provide multiple entry points and avenues for faculty to engage in rigorous professional development focused on pedagogy and student learning.
- Capitalize on the conference culture with the vast majority of new faculty attending outside conferences and workshops that provide opportunities to make the most of those resources.
- Utilize the professional development infrastructure that exists. While De Anza already has an Office of Professional Development, activate the Foothill College professional development infrastructure.

Foster Local Learning Communities: Promote the Learning Already Happening

Small professional learning communities are developing on each campus. The right encouragement could generate strong professional development.

- Support departmental and division learning communities.
- Increase communication about professional development.

Re-Align The Incentive System: Recognize Professional Engagement

We heard repeatedly about both the importance of multiple forms of recognition and the ways in which the current incentive system needs to be re-aligned with current work.

- Examine the Professional Growth Award system.
- Exploring meaningful incentives would make a difference for many faculty with whom we talked.

Choose Wisely: Prioritize Resource Allocation

We recognized that resources are limited. We recommended that you select those initiatives and opportunities for improvement that will move your campuses forward without requiring burdensome budgetary or fundraising resources.

- Consider balanced resource allocation. You can't do it all well.
- Review the impact of the quarter system on professional development. Time is a precious resource that can either inhibit or promote professional development.

The full report from this inquiry was reviewed and discussed by the Teaching and Learning Project Steering Committee, Academic Senates at both colleges and senior administrative staff. It served as a catalyst for the inquiry into the complimentary study of professional development for tenured faculty.

CHAPTER 3

ANALYSIS OF FINDINGS FOR 2007-08 TENURED FACULTY INQUIRY

YEARS 6 AND ABOVE

INTRODUCTION

This chapter presents the findings from the inquiry about tenured faculty and their professional development experiences. It is divided into four sections: 1) the college environment, 2) a description of faculty participation in professional development, 3) the focus of professional development, and 4) motivations to engage in professional development.

COLLEGE ENVIRONMENT

This section describes the college environment described by tenured faculty related to professional development for both the Foothill and De Anza campuses. There is a decentralized system for professional development with each college and the district offering a variety of support, programs, rewards and recognition. There are myriad participants and venues in the design, delivery and support system for professional development for tenured faculty.

There is a strong commitment to professional development and significant resources are invested to improve teaching and learning on both campuses. Many faculty who participated in the survey and focus group interviews for this study applauded college and district efforts to support a strong professional development environment. However, there was little evidence of an overarching vision to guide the professional development for tenured faculty members.

Tenured faculty reported the college promoted collegiality and support among all faculty – 73% agreed or strongly agreed with the statement “my college promotes collegiality and support among all faculty.”⁷ The majority of respondents (75%) also agreed with the statement “my college encourages professional development for tenured faculty.”⁸

I think all levels of the institution work hard to provide professional development experiences for tenured faculty. My constraints are time, but even given those challenges, I am quite active and feel very supported in my efforts to pursue my professional development. I am grateful that I work in a District and on a campus that has recognized and rewarded my commitment to professional development. Thank you!⁹

Department and Divisions

The majority of faculty who responded to the survey found their departments (80%) and divisions (72%) to be professional learning communities as illustrated in the graphs below. Faculty more frequently considered their department as their primary professional learning community, rather than their division as shown in Tables 2 and 3 below.

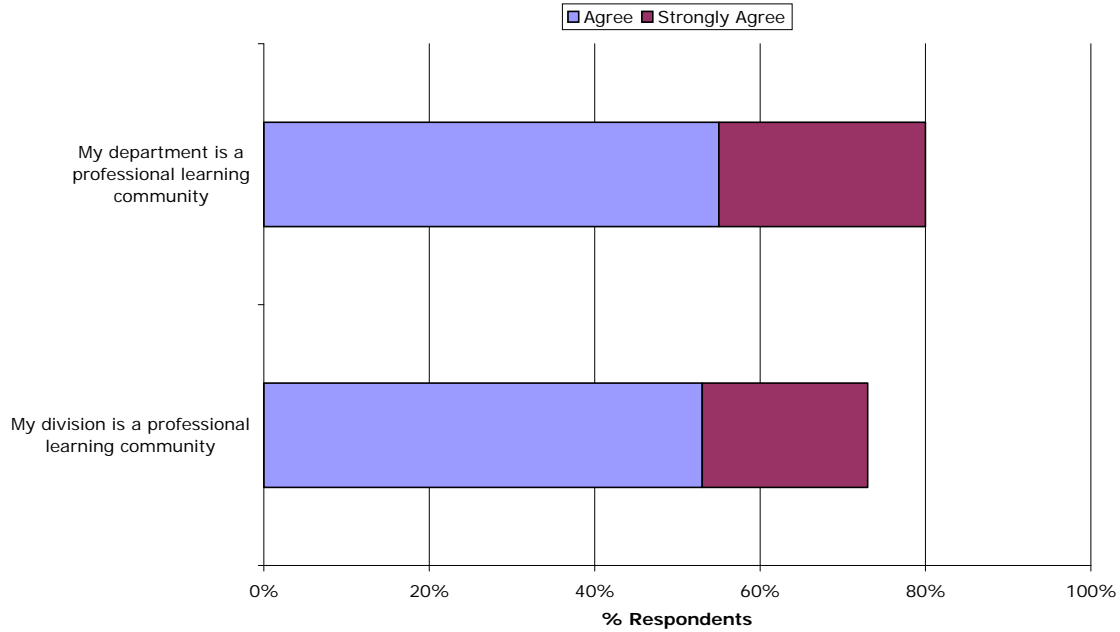
⁷ Survey questionnaire

⁸ Survey questionnaire

⁹ Survey questionnaire

Table 2¹⁰

**Tenured Faculty:
Departments and Divisions as Professional Learning Communities
n=146**

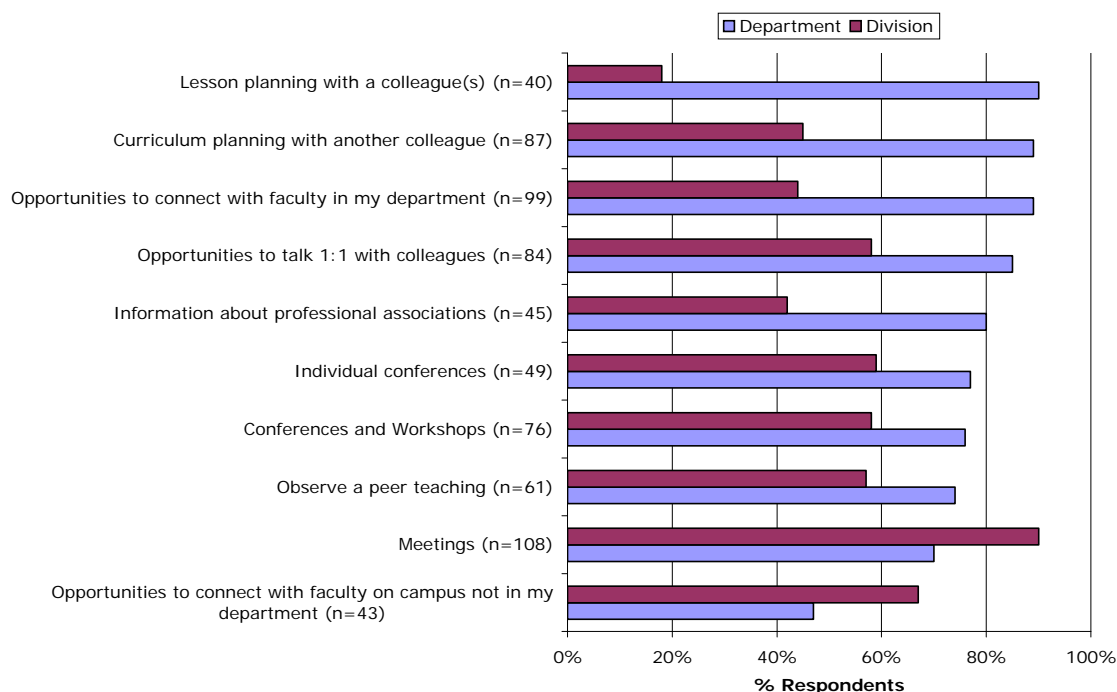


Department and divisions offer multiple professional development activities and opportunities; the graph below illustrates the top 10 identified by faculty members on the survey. It appears departments provide an opportunity for a group of faculty to engage in professional development related to their area. Respondents found department support for work with their colleagues for a variety of activities such as lesson planning, curriculum and connecting with colleagues. Activities provided by divisions focused primarily on meetings and opportunities to engage with colleagues outside the faculty member’s own department. It should be noted that the only mandated activity for faculty are a once-a-month division meeting.

¹⁰ Survey questionnaire

Table 3¹¹

Support & Activities for PD Provided by Departments & Divisions



Data analyzed from the survey and focus group interviews suggest that department and division commitment, communication and investment regarding professional development are idiosyncratic. During focus group interviews, faculty described a situation where the degree to which divisions and departments behaved as professional learning communities, supported professional development, and/or provided professional experiences was dependent on a number of factors including the dean, department chair, college, and faculty in the department and division.

In the past, in our division we’ve had what we call master teachers, like somebody who teaches a certain activity. They might even be a coach in that activity so they do a little teaching demo for the rest of us who also teach those activities, so they get some new techniques, ways of doing things. We don’t do that anymore.¹²

There are many opportunities, perhaps not explicitly stated by the department/division. However, we have the freedom to pursue things of interest on our own and/or with other fellow colleagues.¹³

We also heard descriptions of inconsistent support and professional development expectations by the various deans.

¹¹ Survey questionnaire

¹² Focus group interview

¹³ Survey questionnaire

I've had deans that just sort of say, "Anything that makes you start thinking about your subject matter – you want to take a computer programming class because it incorporates some of the ideas in these classes, you do that." The dean I have now is much more, "well, how's that going to impact the teaching in your classes?"¹⁴

One measure of commitment to professional development is financial investment. Faculty described budget allocations (e.g., "B" budgets) for department and division professional development activities (e.g., speakers, retreats, seminars, conferences) as varied and inconsistent. The colleges or district did not appear to have a coherent written philosophy, policy or guideline for allocating department or division resources for professional development.

I don't think there's a mission to actively encourage professional development division-wide. It's not 'OK, your department has x-number of dollars for professional development and we like to encourage you to [use it].'¹⁵

While there was no consistency in the use of department or division discretionary budgets, there is a Professional Conference Fund at each college, administered by a faculty-led committee, to enable individual faculty members to attend conferences and seminars. Its allocation and administration is described in the Faculty Association Agreement with the District.¹⁶

Staff Development Office

De Anza has a Staff Development Office with one full-time faculty member and a full-time professional staff member assigned to it. There is a dedicated training space for faculty and two offices. At Foothill there is a Dean of Faculty and Staff who has a full time assistant who organizes activities for new faculty, particularly those in their first year, and other activities that serve the entire faculty. Foothill does not have a dedicated space for faculty professional development.

Many faculty members felt the presence and impact of the staff development office had deteriorated over the years.

Our staff development office was directly connected to the Senate and it was thriving, booming, on the second floor – remember when we opened up the computer lab for faculty to work with and there was a lot going on? Then when the new building behind the library opened, they were literally put in the basement, in a corner of the classroom they were supposed to have for the staff development function. I mean, it went from a more central, visible location up front to literally as hidden as you can get without calling it a storage room.¹⁷

¹⁴ Focus group interview

¹⁵ Focus group interview

¹⁶ FA/FDCCD Agreement 2007-2010

¹⁷ Focus group interview

Tenured faculty felt strongly that there needed to be a central physical space for professional development, a place where colleagues could come together formally and informally to discuss teaching. While some of this exchange of information happens in the hallways and mailrooms, a space for faculty development would send a clear signal to the faculty about its importance.

One thing I would want is a staff development office that's central to campus, that includes where faculty would actually hang out, part-time and full-time faculty and the staff development office. It would be central rather than peripheral, would be central to the heart and soul of the college, it wouldn't be seen as an addendum. And that has something to do with architecture and something to do with attitude.¹⁸

De Anza's faculty director of Staff Development retired at the end of the 2008 academic year. Respondents in some focus groups had some concern about the future of the position and office and multiple suggestions about how it might be staffed going forward.

Focus on Accountability and Productivity

Several veteran faculty on both campuses described a culture of accountability and productivity, which for some has resulted in a sense that the colleges are less focused on professional development and academics. This culture stood in contrast to one focused on meeting the educational needs of individual students and supporting classroom innovation.

I feel like what was going on here is so tied to productivity. [The college] has bills to pay and we've got accountability issues and this productivity thing...it starts to get in the way of academics, of furthering yourself, of exploring other ideas, trying something new, rolling out a class that's sort of experimental because if you can't guarantee [enrollment], it's going to get cancelled. It really kind of discourages change. It discourages growth...you don't have much motivation to go out and really learn. The support is: teach more classes, get more students. No problem, right? But if you want to under load, so that you could maybe do something on the side that was more intellectually fulfilling and help you grow and become more stimulating to your students, and so on and so forth, that's not going to happen.¹⁹

I think a lot of faculty feel we're caught between at least two hard places. One is maintaining high standards and academic standards and keeping up productivity and large classes and supporting all students. Those are two ideas that may not be mutually defeating but they're certainly conflicting roles and I think a lot of teaching faculty that I talk to don't feel supported enough on the quality part. Quality takes time. There needs to be a little bit of spaciousness to think and

¹⁸ Focus group interview

¹⁹ Focus group interview

reflect and process. Everybody is so pushed but how they move from a bureaucratic productivity model to something that is different in an era when we are in economic decline, politically depressed, it's a challenge.²⁰

There are implications for the colleges regarding this perception of productivity and professional development, which we will be discussed later in Chapter 5.

Connection and Community

Survey and focus group participants described being less connected to their colleagues than in the past. They experienced increased isolation and diminished opportunities for both formal and informal professional development.

There is another type of professional development which doesn't apply to the last twelve months or even fifteen years, but it applied a long time ago, which was when we were much smaller and we talked to each other very frequently in each department or division, because we didn't have that many people. There was a lot of give and take. Because we're so large now, it just doesn't happen. For example, we used to be nine full-time people, now we're over 30 and we're extremely diverse, our interests vary dramatically, which is good in one sense, but the other side of the coin is you have enormous variance, enormous variation in the interests and people therefore don't get together and talk about common things, because the commonalities are not as much or as frequent as they were then.²¹

When I started though, I felt like we were part of an academic [community]. I had the more senior faculty as my colleagues and friends and they were WONDERFUL and we felt like we were part of a community. We're very disconnected now.²²

The college and district provide useful professional development activities because of sabbaticals. Other things are lacking. We used to have quite a bit of professional development and it has eroded over the years I've been here. A lot of the community has diminished. I no longer know or can meet my fellow faculty with the siloed teaching and block scheduling and limited social opportunities for faculty. We're all divided and feel like work horses. No communal opportunities. The increased workload of online aspects of our jobs has been demoralizing as well.²³

Some felt that the move towards teaching online had brought about the feeling of isolation. Coupled with the block schedule and the long commute hours for some, faculty

²⁰ Focus group interview

²¹ Focus group interview

²² Focus group interview

²³ Survey questionnaire

members are not around campus with enough time to connect and engage with colleagues.

My division is almost completely online. So I never see my colleagues, ever anymore, and I don't know if the rest of the college is going to go that way, but my whole division is like that. We see each other maybe once a year. And the division meeting may be – well I guess we have a division meeting once a quarter – and that's it. And so any of these kind of helpful conversations in the hallways is going to be more difficult, or nonexistent.²⁴

There are so many people teaching online and because of the cost of living, people live other places and so you don't see them because they're only on campus on Mondays and Wednesday, and other people are on campus Tuesdays and Thursdays. Because of their commute, they book all their classes all day Tuesday and all day Thursday, so they can't meet or sort of get together for any kind of social thing on those days; and then they don't come to campus other days. It's just the world that we're in right now, the economy and everything, makes it really hard to connect with colleagues.²⁵

Some tenured faculty experienced little recognition for their skill and expertise and few opportunities to share experiences and accomplishments.

You know what? I'm more recognized and known outside the college campus than I am within the campus. In my own division, xx is a nationally recognized educator. Do we know that and recognize that? No.²⁶

Foothill and De Anza Colleges place a high value on professional development and invest significant time and energy to support faculty in their learning. Faculty appreciated the many opportunities and support provided by the colleges and district to support their professional growth. There were, however, significant concerns raised about the climate and culture, particularly a sense of isolation and the lack of consistent robust professional learning communities. The idiosyncratic nature of the professional development work limits its effectiveness and the District's ability to ensure consistent opportunities for all faculty. There are significant external conditions driving an environment of accountability and productivity, which often competes with the colleges' commitment to professional development.

²⁴ Focus group interview

²⁵ Focus group interview

²⁶ Focus group interview

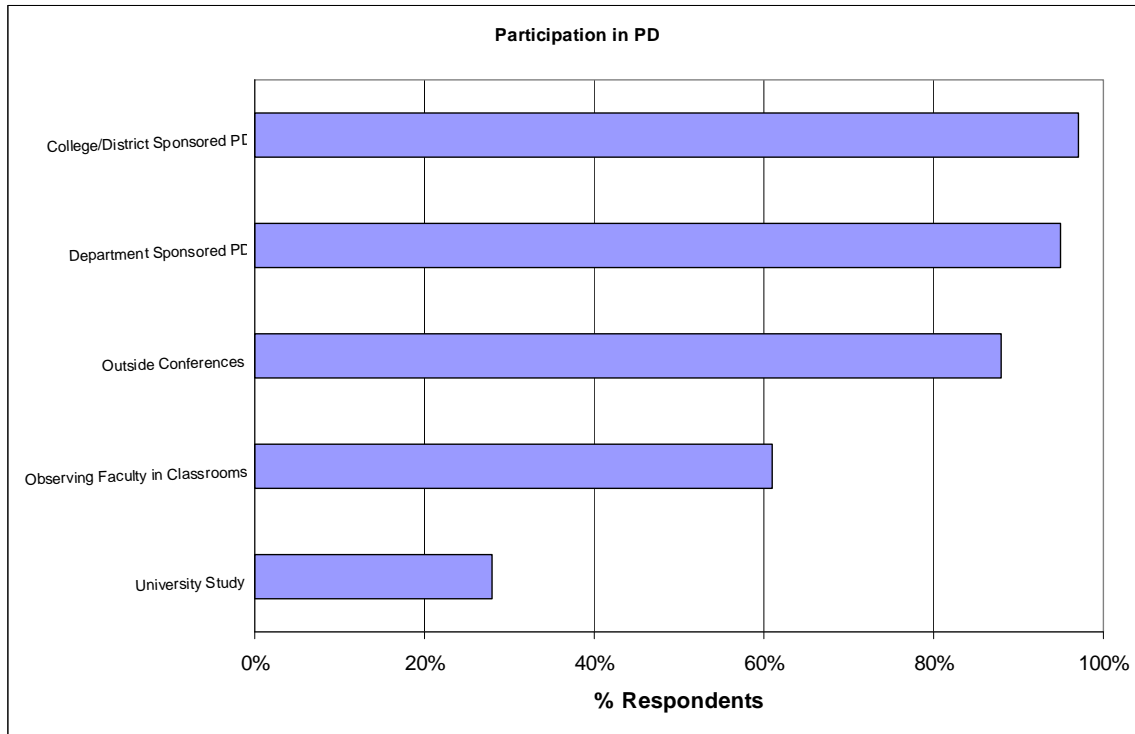
DESCRIPTION OF FACULTY PARTICIPATION IN PROFESSIONAL DEVELOPMENT

A clear description of what tenured faculties do for professional development is central to the Teaching and Learning Project's investigation. As with all other dimensions of this study we drew from multiple data sources to address this question. De Anza and Foothill tenured faculty members engaged in a wide variety of professional development opportunities. During focus group interviews and on the survey questionnaire faculty described engaging in formal and informal professional development opportunities. Formal professional development experiences included such activities as conferences and workshops both on and off campus, whereas informal opportunities included the learning derived from participating on committees and developing courses. The survey questionnaire provided a strong foundation for understanding how tenured faculty spend their time in a general way. Faculty also described their participation in Professional Development Leave (PDL) and the ways in which this opportunity influenced their work. We explored these formal and informal professional development strategies through the focus group interviews.

Formal Professional Development Opportunities

According to the survey questionnaire, 69% of tenured faculty spent five or more hours each quarter over the last year engaged in professional development. Much of this professional development has occurred on campus. Ninety-five percent (95%) of tenured faculty responded that they engaged in Department sponsored professional development activities 1-5 or more times during the last year. Ninety-seven percent (97%) participated in District-sponsored professional development activities and 61% reported observing peers through classroom visits 1-5 or more times during the last 12 months. Eighty-eight percent (88%) of the tenured faculty attended conferences during the last twelve months. Twenty-eight percent (28%) of tenured faculty engaged in some form of university study during this time period. We learned that most of that coursework occurred during Professional Development Leaves. Table 5 depicts these survey findings.

Table 4²⁷



The focus group interviews further illuminated these survey findings. In-depth conversations with tenured faculty provided insight into the ways in which faculty participated in professional development. The focus group findings triangulated the survey findings in that large numbers of faculty reported attending college sponsored activities. Off campus conferences were by far the most popular professional development choice for focus group participants. Faculty are active in their professional associations –they present at conferences and attend as active participants as well. Participation in on-campus workshops was reported by faculty on both campuses. Technology focused learning tended to draw several faculty.

The more structured *on campus learning opportunities* received mixed reviews and moderate participation from this population of faculty. Technology oriented workshops and seminars appeared to be particularly helpful. Opening Day sessions (one “district” day when all faculty, staff and administrators come together and one “college” day hosted by the college leadership) were very poorly regarded by both survey respondents and focus group informants. These days are required as part of the collective bargaining agreement of the Faculty Association and the District. Overall, nearly all participants viewed Opening Day sessions as less than relevant or helpful. The following quotes typified the responses we heard.

²⁷ Survey questionnaire

I would take ten sick days and pay not to have to go to opening day. That's how terribly awful, and I would say that even if they did know I'm saying it.²⁸

Opening Day activities are useless because they are structured but not discipline-specific. I would like to meet with my colleagues at _____ College. I would like more unstructured socializing with other faculty from all departments. So either structured PD activities within my discipline (about curriculum) or unstructured socializing with faculty from other disciplines. The idea that the same structured PD program (like Opening Day) would be useful for me and for another _____ teacher is ridiculous.²⁹

Table 5 below summarizes the findings from the focus groups regarding overall engagement in professional development in both formal and informal professional development activities. Multiple informal professional development opportunities were noted throughout our dialogues and are described in detail below.

Table 5³⁰
Tenured faculty reports of professional development activities

	Foothill N=13	De Anza N=13	Total N=26
Conferences	12	7	19
College Sponsored	5	5	10
Committees	7	4	11
Community Service	7	2	9
Off-campus course work	6	3	9
Reading, writing & publishing	5	2	7
Self Study (on-line, etc)	3	2	5
Study Groups	2	2	4
Teach elsewhere	2	2	4
Organizing Campus Activities	-	2	2
Class(peer observations	-	2	2
Curriculum Development	1	-	1

²⁸ Focus Group Interview

²⁹ Survey comments

³⁰ Focus group interviews

Informal Professional Development Opportunities

Tenured faculty on both campuses described a variety of informal professional development activities as essential learning. From committees, to community service, to study groups with other faculty members, there were myriad informal strategies employed to encourage professional learning.

I get myself involved in faculty reading groups across disciplines – multi-cultural, multi-pedagogy reading group that was started via staff development that started 5 years ago and it has continued. Another reading group, mostly in social science and humanities – this focuses on contemporary issues we might bring into the classroom. Nature of democracy and civic engagement, media as an institution. Can bring in a chapter or pull certain questions for the critical thinking class.³¹

Committee work. Many described their role as either participants or chairpersons. The leadership experiences provided “organization skills and program development” especially if serving as chair. While these experiences were described as providing professional growth and were rewarding, faculty were not awarded Professional Growth credits. Respondents were split on their perspectives on committee work as professional development. These two faculty members typify both perspectives:

I consider tenure review and hiring committees as professional development because the college does.³²

Committees are continuous learning for me, and a continuous contribution....The only reason I’m doing it is because I am learning and that makes it, the challenge of it, is what keeps me going, makes it interesting, and inspiring.³³

Community service work was also cited as a type of informal professional development that did not come with formal credit. Examples of these experiences included serving on professional committees in the region or state, or participating in broad conversations with other community colleges at the state or national level on issues of policy. Many volunteer in professional association work. The faculty described these as rewarding, worthwhile and relevant for their work at the college. They typically expressed disappointment with the narrow nature of the system of recognition because they did not receive credits for these hours.

Faculty on both campuses described participating (15% of focus group participants) in *study groups*. These were opportunities for learning with other colleagues about a specific set of issues (e.g., multiculturalism, critical reading, developmental education) on

³¹ Focus Group Interview

³² Focus Group Interview

³³ Focus Group Interview

a regular basis. Usually organized around a set of readings with rotating responsibilities for facilitation, faculty described these experiences as very worthwhile and helpful in both learning and building community.

Professional Development Leave Themes

Tenured faculty participated in Professional Development Leaves (PDL) as a highly significant element of their growth and learning. The multiple data collection strategies enabled us to discover both what types of learning opportunities faculty engaged in, the ways in which their specific PDL learning impacted their work, and their perspectives on the process. Overall, faculty reported that PDLs provided opportunities for learning and curriculum development that ordinarily they would not have had the time to pursue. Many described a sense of rejuvenation and a renewed interest in their work. Faculty utilized the opportunity as a full year leave or distributed over two or three years. The majority of faculty reported distributing their PDL. By spreading out their leave time, there was a diminished impact on the college and departments of fewer people to share the load as well as a diminished impact on the individual faculty member's reduced salary.

The survey respondents (N=103) described their professional development leave experience in a variety of ways. Indeed, for many their learning spanned more than one discrete experience. The vast majority of survey respondents (40%) reported studying through coursework as a primary activity during their PDL and a key strategy for keeping current in their field. Some reported even pursuing a graduate degree. Twenty-six percent (26%) of respondents reported engaging in research as another means of staying current in their field. Learning how to master technology in order to teach on-line and to utilize the new technologies available which assist teaching and learning were the focus for 24% of survey respondents. The next two largest groups 23% and 21% described developing new courses and related materials and studying about effective pedagogy, respectively. Table 7 below depicts these findings from the survey.

Table 6³⁴
Professional Development Leave Activities
 N=103

Course work/Graduate Degree	41%
Research (keeping current)	26%
Technology/developing on-line courses	24%
Developing new courses and materials	23%
Study pedagogy/student success	21%
Updating learning/reflection	20%
Conferences	11%
Writing, Reading, Research	5%
Professional association activities	5%
Collaborated/worked with colleagues	4%
Creative work	4%
Stress Management	1%

The focus group interviews confirmed the survey findings. Nearly everyone we interviewed had taken a PDL at least once. These experiences were described as “important,” “high value,” and critical for renewal. The deep study and intensive learning that is available during one’s PDL cannot be found during the typical swirl of the academic year. Faculty described very ambitious plans which often led them to maintaining a more challenging schedule than they do during their usual work year. Despite the pressing load, they described an exhilaration related to the rigorous study.

Many faculty had described their daily experiences on campus as one characterized as lacking in community. Their professional isolation was remedied by their PDL experiences. For example, the collaborative research projects or course development efforts generated a sense of satisfaction and enjoyment from connecting with colleagues. Many described being recognized for their accomplishments and contributions when working at another campus or with other scholars. These acknowledgments supported their needs which had been unaddressed.

The course work that faculty enrolled in served multiple purposes. By taking courses with other people they had the chance to work in groups and meet new colleagues. They were learning new material that enriched their courses and their professional lives. Many

³⁴ Survey questionnaire

faculty learned how to teach on-line during their PDLs. The experience of being a student provided them with empathy for their students. Several faculty described the pressures of writing papers and “pulling all nighters” and the ways in which those memories lingered for years.

It reminded me of what it feels like to have that paper due and have to lead this discussion and go to the library and be sitting on the floor with 20 books in front of you going, “What am I going to write about?” I mean, it was not only a fabulous learning experience, but really fun and also a lot of pressure.³⁵

And it’s great to have had that opportunity to go from knowing hardly anything about technology to being able to do this, and I certainly am very sympathetic to the students who has problems because I had them all. And without the sabbatical I wouldn’t have done it.³⁶

Perhaps most significant of all was the opportunity that many faculty described experiencing during their PDL for reawakening their academic self. For many faculty, they looked forward to a time to reconnect with their intellectual side—a side that is often somewhat dormant. These faculty understood that teaching at a community college involved a commitment to students and supporting their academic success. They also understood that they would not engage in research or writing. That said they missed high levels of scholarly learning and the PDL afforded them the opportunity to solve complex problems, think at high levels and deeply stretch themselves as scholars. Engaging in this kind of thinking was not always a certainty in the course of their usual teaching assignments. Faculty explained that they needed to rationalize the impact of such engagement on their work.

I’m thinking more like a high school teacher in a lot of ways than I am like an academic, and I miss that intellectual stimulation. And so now, I want to get that, but then I’ve got to find a way to package it so that it gets checked off. It’s like I’m worried about whether they’re going to trust me that I’m really going to do the work.³⁷

Impact of PDL

Without question, PDL has a positive impact on the faculty who participate. Faculty described teaching new courses with enthusiasm, and the ways in which they updated their curriculum in ways that would not have been possible without the benefit of a stretch of time. Faculty explained a problem or question that had troubled them for years and their PDL allowed them to pursue these professional questions and consider applying them directly to their teaching. They experienced true growth and renewal.

³⁵ Focus Group Interview

³⁶ Focus Group Interview

³⁷ Focus Group Interview

Continuum of PDL activities

Given the spectrum of faculty that we interviewed, we learned that the focus of faculty PDLs appeared to follow a loose continuum. Early Professional Development Leaves tended to focus on course development and taking courses for advancement. Later PDLs were more focused on professional study and growth. In recent years most PDLs have included a technology component as both campuses have increased their on-line course presence and an interest in better integrating technology with coursework.

Challenges with Professional Development Leaves

Despite the positive picture portrayed of the PDLs, many faculty also described multiple challenges with the PDL system.

Advance Planning

One challenge with planning a sabbatical so far in advance is that the subject matter, especially technology, can move very quickly and become obsolete. This was a source of frustration for several faculty members.

I never even used the course I created because by the time I was assigned that class to teach, the technology had sort of moved on...³⁸

Cumbersome process

For some faculty, the process of applying for a Professional Development Leave was cumbersome and somewhat a deterrent. It was typically described as highly bureaucratic and lacking in a focus on learning. Faculty described the experience as idiosyncratic and highly dependent upon committee membership and one's dean and his/her perspective on the purposes of a PDL (professional learning or tightly tied to improving one's courses). The process even served to discourage faculty from applying altogether. We heard from people at all stages: those in the process of applying and even some who had even had their PDL plan approved who were considering not taking it.

The hoops you jump through...it's just not worth it.³⁹

Furthermore, having to detail the plan so far in advance was problematic in terms of predicting and changing plans. The committee has not always supported making changes to plans once underway. The perception is clearly that once approved, the PDL must go forth as written. The faculty contract states that changes are possible – forms are provided for just such an occasion.

There are too many obstacles to changing the focus of the sabbatical – too bureaucratic – tried to get it changed but the contract is intractable. I have to fit

³⁸ Focus Group Interview

³⁹ Focus Group Interview

what I'm doing into what I wrote – I suppose there are people who would abuse the system, but I won't do that.⁴⁰

Hard to predict what I was doing three years from the date I submitted my proposal. I'd like to be in the classroom this year. I asked to push the third year to fourth year. They said no, it's part of the contract. I'm not able to change anything.⁴¹

Rather than communicating a view of celebrating the professional learning that faculty engage in and supporting their growth, what was described was a process that communicates mistrust and unprofessionalism.

Limited opportunities for shared learning

When queried about whether faculty shared their learning experiences upon returning to campus, we consistently heard that there was limited receptivity. Focus groups on both campuses described the culture of their college as “individualistic” and more interested in productivity than learning. A few faculty described opportunities for brief (5-10 minutes) sharing of conference experiences during staff or department meetings. Most described a lack of interest from colleagues and lack of usual practice along these lines.

It is in the faculty contract to share a report on one's PDL with the appropriate dean. Other than that, almost no sharing of PDL work was described.

I offered to share what I had experienced with my colleagues and there was very little interest. And I would type up summaries of the sessions from meetings and pass them out... and didn't get any feedback. So I stopped doing it because it was a lot of work for me and I didn't get any feedback from people saying they appreciated it. I still do a little bit, I'm now a lot more selective; I'll write three little reports and if people are interested they can follow up and ask me about it, and once in awhile I'll get one person who may ask me and one person might say, “Thank you for doing this.”⁴²

For some faculty, especially those who had been on campus longest, they reported a sense of being unappreciated. When they engaged in powerful learning during PDLs, for example, they were disappointed that no one was interested in benefiting from their experience. They were also disappointed that this was the case even for conference participation.

For me, I also have a very rich life off of this campus, because, *why do it here if it's not appreciated?* I like being valued. You know, that thing about feeling disenfranchised, I like be recognized for my expertise and I can't find that here.⁴³

⁴⁰ Focus Group Interview

⁴¹ Focus Group Interview

⁴² Focus Group Interview

⁴³ Focus Group Interview

Instructional vs. non-instructional faculty and PDL

An additional challenge with Professional Development Leaves that we learned about involved the non-instructional faculty. They qualified for PDLs, yet they often found it very complicated to fit their work and learning needs into the PDL process. In order to satisfy the requirements for the application, for example, several non-instructional faculty described a kind of mental gymnastics to figure out how their work qualified.

It's a difficult process and I wish there was an easier way to quantify for non instructional versus instructional as to what equals the amount of work you're supposed to put out on this and to also accommodate the fact that while you're producing something, you're also learning something.⁴⁴

Overall, the PDL is a high value learning opportunity for faculty in both colleges. They reported many ways in which the experiences paid dividends long after the PDL was over. Not only had their teaching improved, but they felt enriched and renewed. The challenges described above are in part structural (e.g., the cumbersome process and the limited sharing) and cultural. The cultural dimensions have to do with the expectations that faculty bring to the notion of sabbaticals. They described for us an interest in a traditional sabbatical where they could rest, learn and refresh. Instead, they were challenged to work harder than they often did in their traditional assignments. This mismatch of their expectations and their reality may have added to a sense of frustration with a rewarding experience.

⁴⁴ Focus Group Interview

FOCUS OF PROFESSIONAL DEVELOPMENT

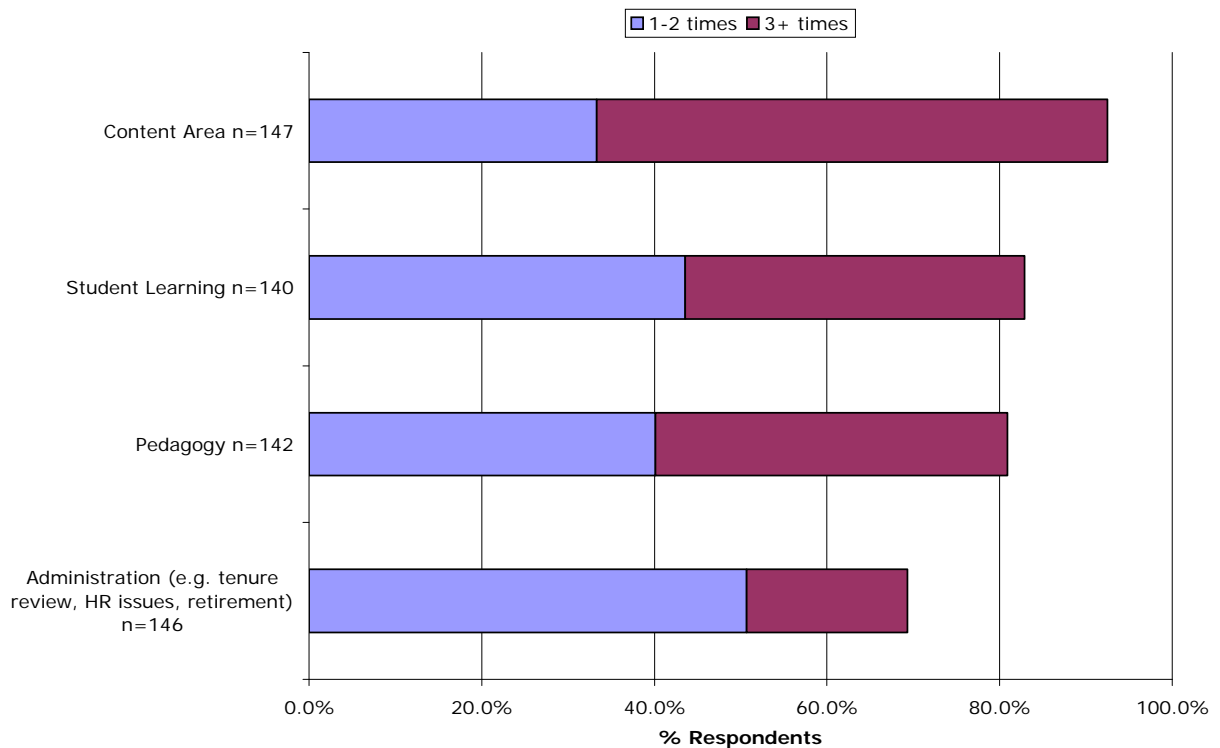
The third major area of inquiry for our investigation in the Foothill-De Anza Teaching and Learning Project involved understanding the focus of professional development for tenured faculty. *What* are tenured faculty studying when they engage in professional development? Through individual interviews, the survey questionnaire and the focus group interviews we asked tenured faculty to describe the content of their learning.

Domains of Focus

Based on last year's study of new faculty, which found professional development tended to focus on one of four areas (content, pedagogy, student learning and administration), we asked tenured faculty to rate the frequency of their professional development in the same four areas. The graph below provides a summary of responses from the survey.

Table 7⁴⁵

Frequency of Professional Development Focus over last 12 months



More than 90% of tenured faculty reported spending at least some of their professional development time in their content area. Focus on student learning and pedagogy was about equal at between 80% and 83%. The least amount of time was spent on

⁴⁵ Survey questionnaire

administrative issues; however 50% of tenured faculty reported focusing in this area at least one time in the past twelve months and 20% reported administration as a focus three or more times in the same period.

Technology: A Fifth Domain of Focus

Both on the survey and in focus group interviews, a fifth area of focus for professional development emerged: technology. Tenured faculty described a number of ways in which they studied and deployed technology in their teaching, ranging from teaching online to using various software programs to enliven their classroom instruction. Online teaching has been a significant driver in focusing professional development activities on technology. ETUDES (Foothill's course management system) was the most often cited example.

Despite an overwhelming interest in and deployment of technology, faculty described a less than adequate infrastructure and support for using it. When asked, "Where does technology training live," the respondent said, "That's the biggest mystery. Part of it is through staff development, in the basement somewhere. But part of it is in the ether, we stick our finger in the ether."⁴⁶

Our division lacks technology skills and there is training available but it doesn't seem like it's readily available, it doesn't seem like it's welcoming. I would love to see this campus throw money at technology training for faculty.⁴⁷

Faculty also described a lack of technical support for their computers, which is costly both in terms of time and money.

I upgraded the 2008 program and I have no resources to go to other than haul myself down to the Apple Store, which I've been there and I'll be there again tomorrow, how do I fix this problem? There's no help *here*. So it's very frustrating and I'm doing this for the students.⁴⁸

Faculty also described technology training as driven by institutional needs, not necessarily teaching needs. The experiences of the two faculty members provided below were an illustration.

An example: \$50,000 was spent on the program, 'Turn It In.' We bought the program over a year ago. I went to try to get the one training I could go to because the others were offered during the time I taught and it was cancelled. I have called many times saying, "Are you going to offer it again?" Nothing happened. I don't know how to use it and yet I have international students who have the same philosophy they had where they grew up – to cut and paste and that's perfectly okay. So they turn in paper that are all copies off the web. And

⁴⁶ Focus group interview

⁴⁷ Focus group interview

⁴⁸ Focus group interview

how much time do you spend in the classroom teaching them how to document and then can't use technology to help you understand if they are doing what you are saying. This kind of thing is very frustrating.⁴⁹

There are specific technology trainings that they're very much around kind of an institutional need, and oftentimes something you're unpaid to do. And you do the technology training so that you can meet that institutional need, as opposed to, from my perception, it being about increasing your ability to connect to your students or, in a service way, somehow do your job better. It's usually something added onto your job that you do for free and they provide training for you to know how to do it.⁵⁰

This approach was also described as more tactical than strategic, lacking a connection to improved teaching and learning.

Focus of Professional Development Leaves

More than two-thirds (68%, n = 101) of survey respondents had taken a Professional Development Leave. We asked respondents to "please briefly describe in what ways, if at all, it was a professional development experience." All described it as a critical professional development activity. The top four types of professional development are illustrated on the chart below. Please note that many respondents had more than one focus during their PDL.

Table 8⁵¹
Professional Development Leave Focus

Professional Development Leave Focus: Top 4	Number of respondents
Content/Subject Area	61
Pedagogy	32
Technology/Online courses (developing or learning about)	28
Curriculum development	21

Focus on content area

For many faculty, it was important for their professional development focus to be on content, in order to keep up with new development in their fields, current events and new practices that their students must know in order to enter the work force. Some discussed their passion for the subject area and by focusing on it, they not only served their students but also met their own interests.

⁴⁹ Focus group interview

⁵⁰ Focus group interview

⁵¹ Survey questionnaire

Focus on pedagogy and student learning and the value of being a student

Many faculty in the focus groups talked about the value of being a student, observing others teaching and facing the issues and challenges that their students face in the classroom. It informed their teaching and provided new solutions for their classrooms. Some faculty described increased or newfound empathy for students learning and deploying new technologies.

I like taking classes so that I can see all the experiences of the teacher who's teaching and how people are clicking-in so I can steal that little trick and each quarter I want to start fresh. My favorite thing is to improvise, so being able to take classes and make sure it's right for this person or that person is a biggie. It's just dynamic.⁵²

I took a lot of workshops on using Etudes, and then I took online classes myself. I tried to learn how to use Dreamweaver online and it was a wonderful experience because I could see the other side of it. I certainly am very sympathetic to the students who have problems because I had them all.⁵³

Several faculty described their focus on student learning and taking on the role of student gave them insight into the importance of knowledge transfer.

I'd say my main focus and mere fabric of teaching is on student learning. You know, whatever I can do to help students learn. If I go to a conference I think hmm, how am I going to implement this in the classroom? If I talk in a class and I listen to students, I'm trying to see, hmm, how can I implement this suggestion in my next class? How can I make sure the students can successfully transfer? So everything I do is more focused on student learning than sometimes on my own learning, and perhaps I should have a balance but I'm just passionate about how I can empower the students.⁵⁴

Focus on combining all dimensions

For long-standing faculty members, they described knitting all of the dimensions together, in order to create a dynamic learning environment for students and to satisfy their own professional interest in the subject matter.

I'd say it's a blend of all of them. We're looking at subject matter but we're also talking about how people learn. So we talk about student learning and then we talk about how people teach the subject and then your teaching is informed by your knowledge of how people learn and the subject matter. So I think it's a real blend.

⁵² Focus group interview

⁵³ Focus group interview

⁵⁴ Focus group interview

Other faculty members described a more cyclical nature to professional development, focusing on different things based on the current condition.

About ten years ago, it was all about pedagogy. Before that it was all about content, then as I recognized five years ago how much of our student population is changing. Our last big influx was the Russian and Ukrainians and in that moment I was like: wait a minute, let me just kind of think about this for a while. I went and looked at our statistics and began to really to think about the impact in the classroom and as a result, in the last twelve months, [content, pedagogy and student learning] have synthesized together.⁵⁵

Tenured faculty focuses their professional development in five general areas: subject matter, pedagogy, student learning, administration and technology. Their focus changes and evolves over time. There appeared to be common agreement regarding the domains of knowledge that are important for developing good teaching (e.g., general pedagogy, subject matter, learners, pedagogical content, curriculum, cultural relevance, etc.). Providing a balanced, relevant menu of professional development opportunities on campus and off campus, together with infrastructure support for technology, will support faculty in their pursuit of excellence in the classroom.

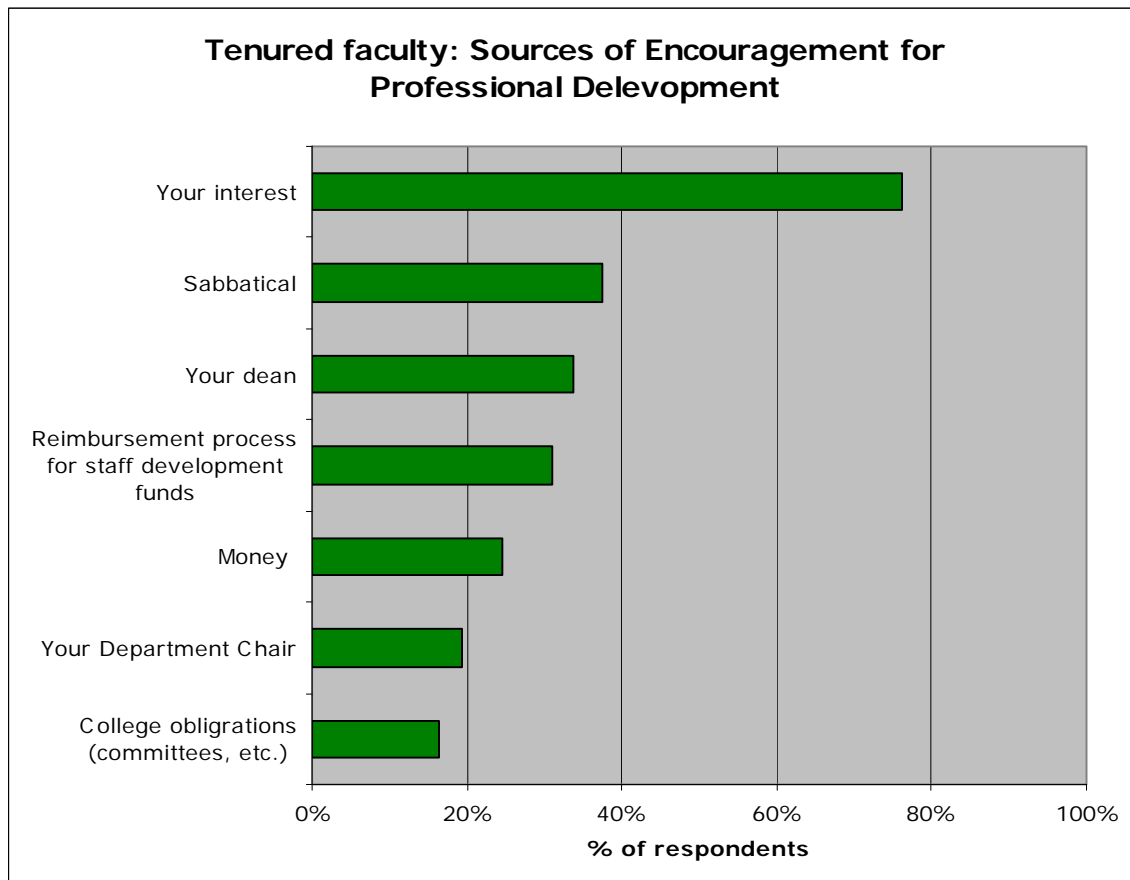
⁵⁵ Focus group interview

MOTIVATIONS TO ENGAGE IN PROFESSIONAL DEVELOPMENT

Sources of encouragement

According to the survey questionnaire the top three sources of encouragement for tenured faculty participation in professional development include: personal interest, sabbaticals (professional development leave), and their dean. A faculty member's interest drives their involvement in learning. This was true for more than 76% of survey respondents. A professional development leave (PDL) provided faculty with another key source of encouragement, an opportunity for extended learning. Thirty-seven percent (37%) of faculty cited PDLs as a source of encouragement for engaging in professional learning. The third source of encouragement cited by survey respondents was their dean. Deans have frequent contact with faculty members and have the chance to boost their interest in professional growth. For 34% of respondents, the dean was an important motivating force.

Table 9⁵⁶



⁵⁶ Survey questionnaire

Key Motivations

We used the focus group interviews to understand further the nature of faculty motivations for participating in professional development. We asked each participant to write down their top three reasons for engaging in professional development. We specifically offered two reasons as examples: improving student outcomes and advancing in the salary column.⁵⁷ After recording responses, participants then shared their reasons and discussed them in more depth.

Table 11 below illustrates the tallied responses. Note that *intellectual stimulation* is the number one reason for tenured faculty to engage in professional development. The second highest response, *personal interest change, no stagnation*, is consistent with the survey findings.

Table 10⁵⁸

Motivation to engage in PD	Total N = 26
Intellectual stimulation	14
Personal interests, change, no stagnation	13
Gather knowledge, grow in discipline, stay current	11
Advancing in salary column	10
Becoming a better teacher	8
Engaging students	7
Networking, connecting with colleagues	4
Increasing efficiency	2

Intellectual stimulation

For tenured faculty who have been teaching for many years, the opportunity to learn in an academic setting was stimulating for them intellectually. Intellectual stimulation is not necessarily part of their daily work life so professional development (e.g. conferences, course work, and research) provided exciting brain food and inspiration. Several described the importance of modeling their commitment to “lifelong learning” for students.

Personal interest and change

Focus group informants described their work life as often very routine. Professional development provided opportunities to prevent stagnation. It gave faculty members a break from the norm by changing what they did, where they went, what they learned, and

⁵⁷ We provided these two examples as a strategy to provide a degree of comfort for participants who might want to mention money as a motivational factor.

⁵⁸ Focus group interview

who they met. They were highly motivated by a concern about being stuck and needing inspiration to change.

It [professional development] keeps me from stagnating. I mean, there are many, many things about collegiate life that kill you like meetings, constant meetings. I mean, the same stuff day in and day out, so it gives me a chance to step away from that. And I don't stagnate.⁵⁹

To not stagnate, because I guess there's a part of me that feels like if I don't do something then I'll just get into this rut and I don't want to become the teacher 20 years from now who's using the same yellowed notes, the exact same pedagogy, the exact same everything, and nothing's changed.⁶⁰

Increasing financial resources

Obtaining a higher salary through PGA credits and PAA awards was a motivating force for most faculty. It was not the primary motivator but it was a key force. To achieve this goal, however, they had to contend with the formal system of recognition that is cumbersome and problematic (see discussion of the system of recognition below).

Improving teaching and engaging students

Understanding how to improve ones' teaching and how to better engage students was a source of motivation for professional learning for many faculty in our focus group interviews. Tenured faculty described a sense of confidence about their connection with students and their classroom pedagogy. Their capacity to teach on-line and the necessity to learn ever new technologies was pressing many to study new pedagogies. That said, faculty expressed interest in learning more about how to increase their effectiveness. Their applied knowledge provided them with swift satisfaction.

I learn to process, synthesize, and percolate what I study. And then I put it into practice—I enjoy seeing how my practice improves. And I like seeing the light in their eyes. When I do it right you can feel it! That gives me juice. That's a high.⁶¹

System of Recognition

The formal system of recognition at both colleges was cited by both study participants in the survey and focus group interviews as “highly bureaucratic and cumbersome.” The process of obtaining PAA and PGA rewards was described as confusing, opaque, idiosyncratic and for some a deterrent. Internal inconsistencies frustrate everyone. For example, it is easier to get PGA credit for attending a conference than it is for publishing in a research journal. Focus group participants, in particular, were highly vocal about this mismatch of effort and learning. Formal (conferences) and informal activities (writing, participating in committees and other college focused work) are not aligned with the system of rewards. The Deans and the PGA Review Committees also have a lot of

⁵⁹ Focus Group Interview

⁶⁰ Focus Group Interview

⁶¹ Focus Group Interview

discretion regarding what gets approved which further adds to the particularistic nature of this system. The contract describes the credits for professional service, for example, in this way:

Unit equivalents can be determined by the PGA Committee at Foothill or De Anza in accordance with past practice on campus. Normally, the maximum in this subsection for the four-year PAA cycle is six (6) quarter units. However, nine (9) quarter units can be awarded if at least three (3) units are earned through Tenure Review Committee service.⁶²

Furthermore, the heavy bureaucratic approach and nature of PAA and PGA connotes a system disinterested in faculty *learning* and more interested in *accounting*. For many faculty members, it has become a deterrent to applying for the awards.

I spent more time preparing all of that drivel that didn't help me grow although the things that I do to get on the paper did but I spent more time doing that than I did preparing for classes and I thought it was an unwise use of time so I just stopped doing it. ...I didn't trust the people who were evaluating the process and I never had difficulty getting approval. I thought it was sort of a sham and some of my colleagues have come on since then, they think it's a joke and a sham so, you know, some others still take it very seriously.⁶³

This is my tenth year, this is the first year that I pretty much understand that complex process of PAA and I've found it to be burdensome. For the last five years, I didn't bother — I mean I put in my units, you know, to get the union raise, that kind of thing, but that just happened, because I'm always engaged in that kind of stuff, that just happened. But PGA, PAA means nothing to me. Yeah, I don't understand it fully, I probably say I understand it about 92% now, after talking to 500 people, reading the FA agreement fifteen times, it's just why do we have to fit this activity to those in that category, that because it goes in that category, and then just report it and then someone, somewhere will tell you how many units that's worth.⁶⁴

In many ways, tenured faculty members don't feel sufficiently acknowledged, valued, recognized. This appears to get worse over time. The study informants (both the survey and focus groups) who have been teaching for 20+ years appeared the most dissatisfied, disenfranchised and isolated. They articulated the lack of community, lack of recognition and dissatisfaction with the system of recognition. Faculty with 20 or more years of experience were also, typically, topped out at the salary scale and have little or no financial incentive to participate in professional growth. For them, it was typically their own personal passion for teaching their subject matter, the students and/or recognition outside the colleges that kept their interest in teaching alive.

⁶² Faculty Contract

⁶³ Focus Group Interview

⁶⁴ Focus Group Interview

In the next five years, 103 faculty (across the two colleges) will be joining this cohort. This demographic group may need special attention to take advantage of their value and to insure their engagement. We will address this issue further later in our report.

Barriers

The converse of incentives and motivations are barriers to participate. We learned about these difficulties as we engaged in this study. Multiple barriers to engaging in professional learning were reported by survey respondents and focus group informants. The top five barriers recorded by the survey questionnaire are displayed in Table 12 below:

Table 11⁶⁵

Top Five Barriers to PD N=139	
Time	85%
Other obligations to the college (committees, etc.)	47%
Money	39%
Number of courses taught	39%
Reimbursement process for staff development funds	25%

According to the survey, insufficient time was the number one barrier (85% of respondents) to engaging in professional development activities. Focus group conversations further illuminated these findings.

The combined effect of multiple challenging conditions may have inadvertently created a situation where there are fewer resources for professional development. Less time for learning when there is a perceived push for greater accountability and increased productivity has created a climate where there is less organizational attention available for professional growth. Add to that a highly bureaucratic process and many faculty are deterred from engaging in professional growth. Furthermore, from an organizational standpoint, there are insufficient resources available to develop and execute a coherent professional development strategy.

⁶⁵ Survey questionnaire

CHAPTER 4

COMPARISON OF PROFESSIONAL DEVELOPMENT EXPERIENCE

NEW AND TENURED FACULTY

COMPARISON OF PROFESSIONAL DEVELOPMENT EXPERIENCES

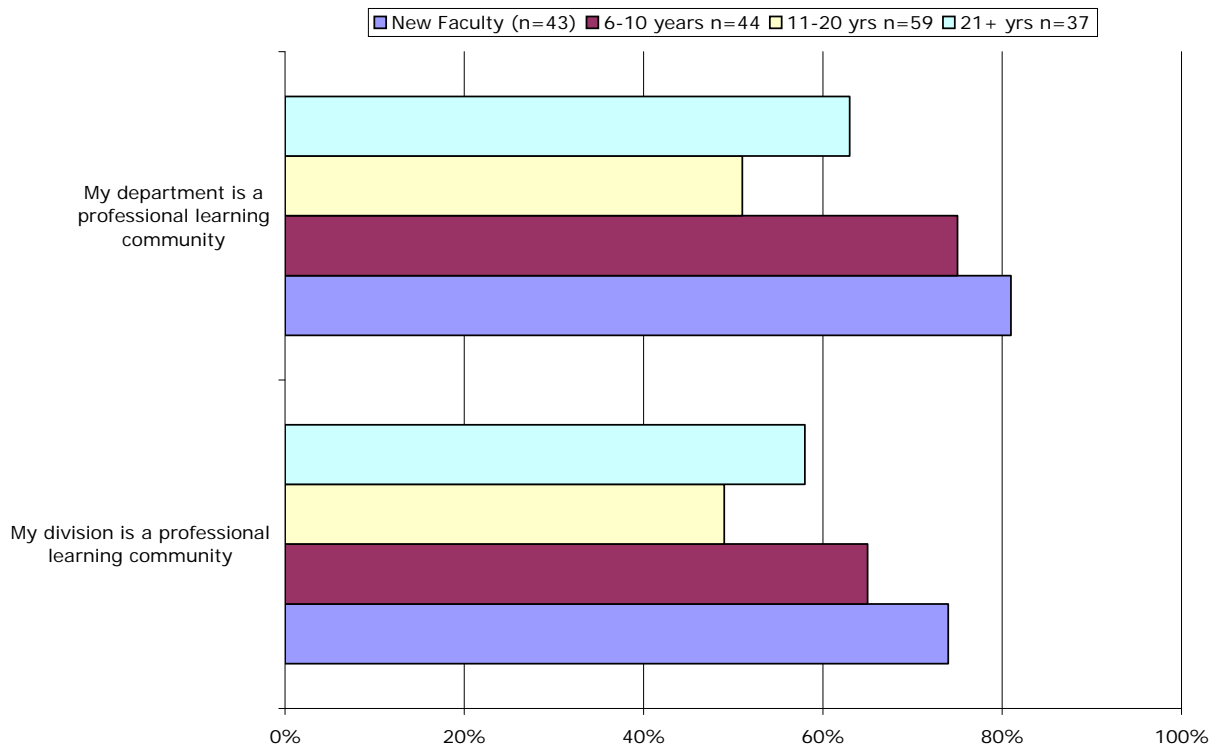
After two years of inquiry we have the opportunity to look across the faculty sample we have studied and see if any trends have emerged that may be of interest to the colleges. To that end, we note a few such possible areas of interest below.

Department and Divisions

In our studies both years we looked at the degree to which faculty regarded their departments and divisions as professional learning communities. These professional “homes” for faculty were variously regarded as important sites for professional learning and growth. We did notice, however, that the degree to which the faculty regarded these places as professional learning communities does appear to change over the course of one’s career. Faculty more frequently considered their departments to be professional learning communities than their divisions. This concurs with what we learned in interviews as well. It appears that there is a shift in perceiving departments and divisions as professional learning communities after the first 10 years. The first table below compares how the two faculty groups broadly regarded their department and division as a learning community.

Table 12⁶⁶

Sense of Professional Learning Communities by Cohort

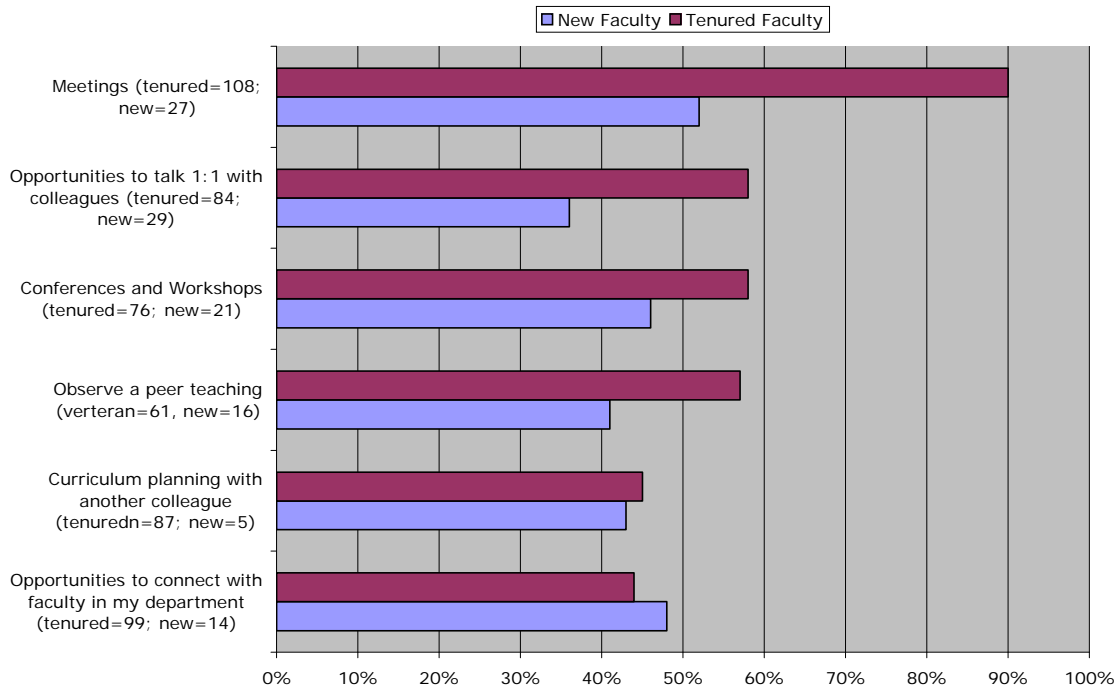


⁶⁶ Survey questionnaire

Departments provided faculty with opportunities to meet with colleagues one on one, to participate in curriculum planning, observe each other teach, and lesson planning. These are considered typical professional learning community activities that support good instruction and powerful learning among faculty.⁶⁷ Meetings were the primary activity cited by faculty at Divisions. This is a low level activity where professional learning may not necessarily occur but rather administrative matters are addressed. We found these patterns to hold true regardless of the amount of time spent as a faculty member. The two tables below compare these two patterns for new and tenured faculty.

Table 13⁶⁸

Division Professional Development Activities

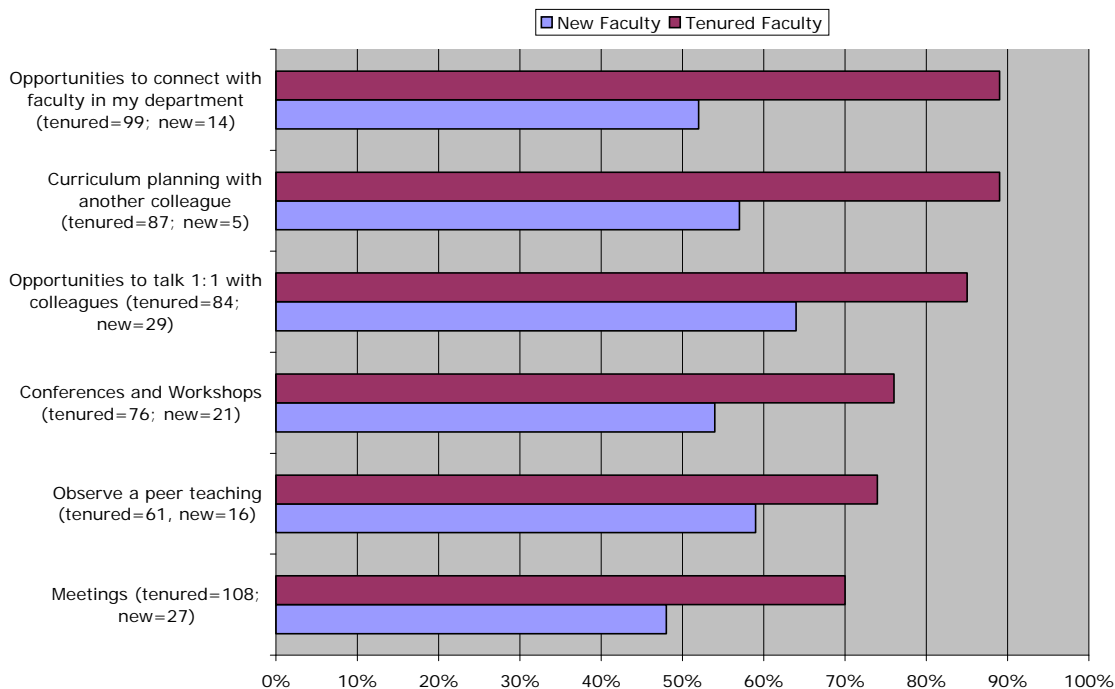


⁶⁷ See for example McLaughlin and Talbert (1993)

⁶⁸ Survey questionnaire (07 and 08)

Table 14⁶⁹

Department Professional Development Activities

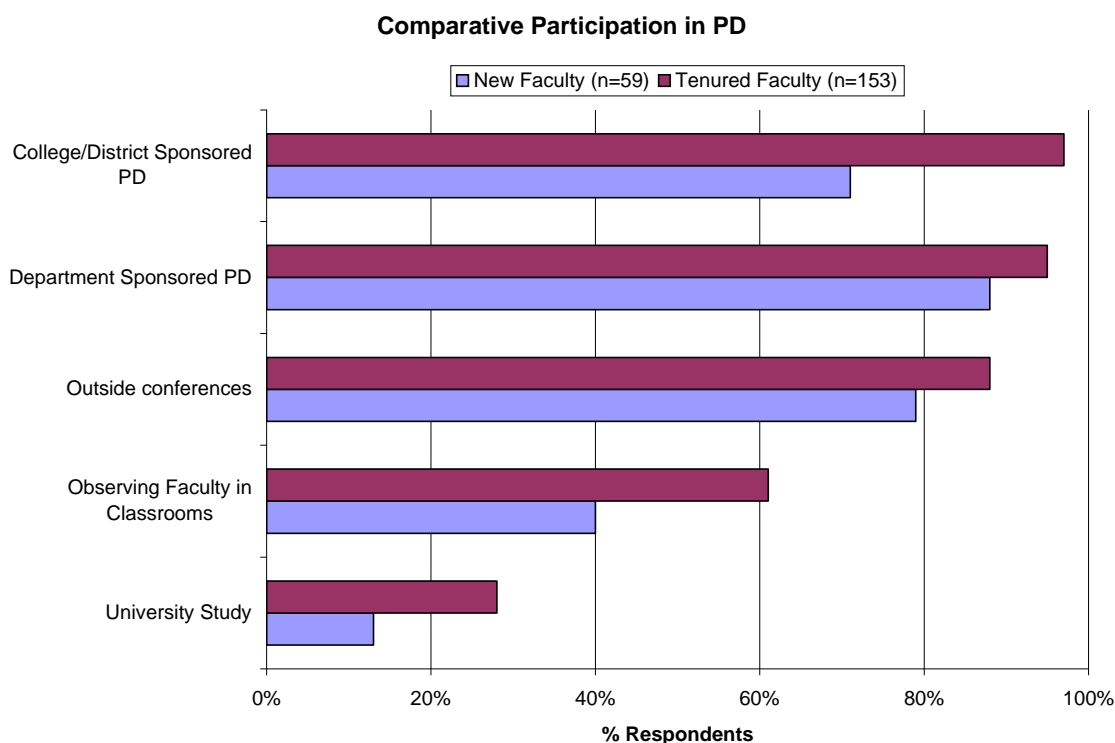


Participation in Professional Development

Overwhelmingly, faculty at all levels of experience engaged in similar types of formal and informal professional development experiences. According to both the survey questionnaires and the focus groups faculty attend conferences as their primary source of professional development. Both new and tenured faculty participated in college and department sponsored professional development –much of that was informal (meetings, committees, etc.). The formal professional development chosen by faculty was typically outside conferences.

⁶⁹ Survey questionnaire (07 and 08)

Table 15⁷⁰



Comparative motivation to participate in Professional Development

The research of both cohorts of faculty described the sources of encouragement and motivation for engaging in professional development. The opportunity to look across the faculty, 1st year to more than 30 years of experience on campus allowed us to examine possible trends in a variety of areas. As discussed earlier, the focus of professional development appeared to follow a pattern. Motivation also appeared to display some tendencies according to experience.

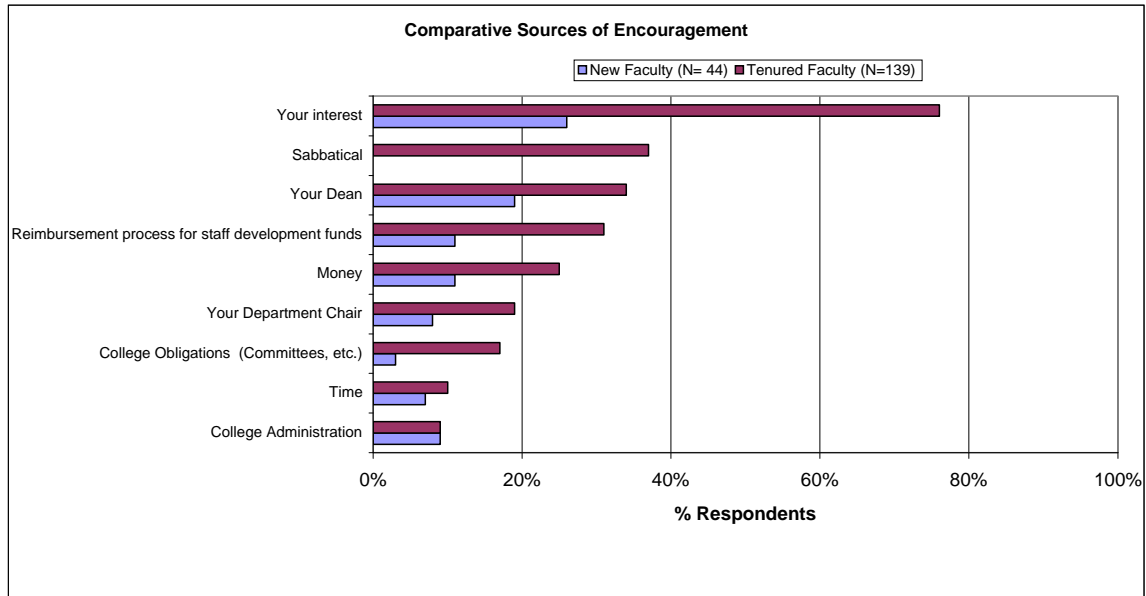
Sources of encouragement

According to the survey questionnaire the top three primary sources of encouragement for tenured faculty participation in professional development included: personal interest, sabbaticals (professional development leave), and their dean. New faculty shared two of the top three sources of encouragement with their tenured colleagues. The top three sources of encouragement for new faculty participation in professional development included personal interest, their dean, and the resources for staff development (money and the reimbursement for staff development). Controlling for the possibility of a PDL,

⁷⁰ Survey questionnaire (07 and 08)

all faculty named the same chief sources of encouragement for participating in professional development. Personal interest was the number one source of encouragement for both groups. Table 16 shows these results:

Table 16⁷¹



The focus groups provided a slightly different picture. When queried about the reasons why they engage in professional development the top three reasons for each cohort were actually different. It appears that for tenured faculty the greatest sources of motivation for professional growth have to do with intellectual stimulation, an interest in pursuing personal interests and warding off stagnation and an interest in ones' discipline. In contrast, new faculty are more motivated by becoming better instructors first and foremost. Then they are interested in learning more of their discipline and connecting with colleagues and making more money. This suggests that early in one's career the focus of learning is on developing the skills to teach and learn one's discipline. Later, we may assume that is less of a pressing concern as faculty gain skills and experience. They can then turn their attention to their own personal interests and concerns about stagnating in their roles. Table 17 displays these data.

⁷¹ Survey Questionnaires (07 and 08)

Table 17 ⁷²

Motivation to engage in PD	New Faculty N=24	Tenured Faculty N=26
Becoming a better teacher	19	8
Gather knowledge, grow in discipline, stay current	14	11
Networking, connecting with colleagues	12	4
Advancing in salary column	12	10
Intellectual stimulation	8	14
Personal interests, change, no stagnation	-	13
Engaging students	-	7
Foster sense of community	4	-
Expand own interdisciplinary and cross cultural skills	2	-
Increasing efficiency	-	2

Barriers

For both cohorts of faculty the top three barriers to participating in professional development included time, money and bureaucracy. Regardless of experience level, these three constraints held constant.

⁷² Focus group interviews (07 and 08)

CHAPTER 5

INSTITUTIONAL IMPLICATIONS AND PRELIMINARY RECOMMENDATIONS

Institutional Implications and Preliminary Recommendations

As we described in the beginning of this report, engaging in professional development activities, formal and informal, inspire growth in faculty. In this research, there are key findings that suggest Foothill and De Anza are doing a good job in supporting the professional development of its faculty and most faculty members are committed to professional development for a variety of reasons. There are clear opportunities for building on a culture of scholarly and pedagogical curiosity and inquiry. However, we also found challenges in providing meaningful support and recognition for professional development. The recommendations below are three areas where we believe there is opportunity and urgency to address faculty professional development and ultimately expand and deepen it over time.

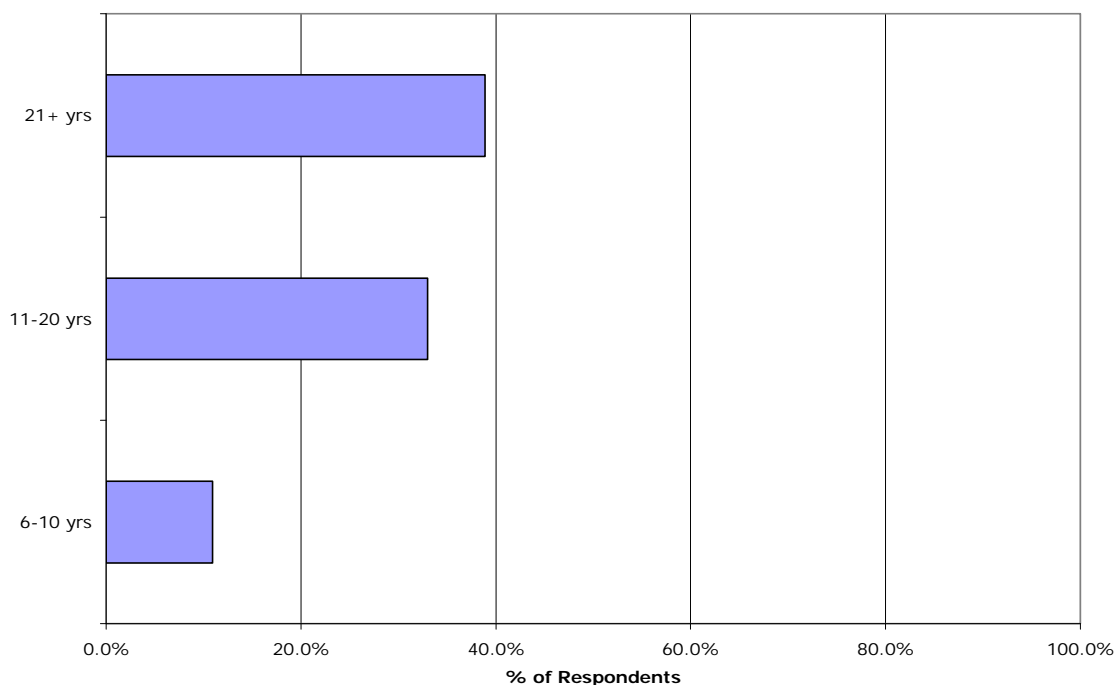
1. Renew and reform the systems of recognition

The research over the last two years has yielded important findings about faculty frustration with the bureaucratic systems of recognition in the colleges. For faculty in their first decade of service the PGA system and tenure process are their primary sources of concern. For more senior faculty it is the PAA system. In all cases, faculty were engaging in professional growth throughout their career. They were seeking recognition for their professional development in part either through PGA credits or PAA. All faculty in our samples reported the system was unnecessarily bureaucratic, cumbersome, and idiosyncratic. Further these faculty reported that they typically encountered a mismatch between credits or awards and effort expended.⁷³ As described in Chapter 3, faculty also reported that the system for applying for Professional Development Leaves was similarly challenged by bureaucracy. Despite the sense of frustration and dissatisfaction with an inefficient, bureaucratic system faculty continued to engage in professional growth because they were motivated for career development, personal and financial reasons. Time spent on professional development appears to diminish over the career of a faculty member, as illustrated in table 17 below. There is a drop off in the time devoted to professional development after 10 years; 33% of faculty in years 11-20 reported decreased time spent on professional development over the course of their teaching career while 39% of faculty teaching more than 21 years reported a decrease.

⁷³ For a full description of these findings see the Analysis of Findings, Chapter 3.

Table 17⁷⁴

% of Faculty Who Have Decreased the Amount of Time Spent on PD



For the most senior faculty, those who have worked for 21 or more years, they were typically at the top of the salary scale and many were also receiving the maximum PAA. As a result, the financial incentives to engage in professional development activities diminished over time. The lack of financial and recognition rewards may contribute in part to the drop off in time spent on professional development.

The FHDA District is facing a demographic shift that affords an opportunity for renewing and reforming the system of reward and recognition. Over the next five years, the cohort of faculty who will have taught for more than 20 years will grow by more than 100 people. This means, among other things, that the cohort of faculty who has professional development motivational concerns will be significantly larger. They will need fresh incentives to participate in professional growth.

Although we believe a fresh look at the systems of rewards and recognition for the colleges will be tough work, given the scope of the impact on teaching and learning and morale, we consider this both urgent and important. We understand renewing these systems will require patient, careful and meticulous discussions and negotiations with multiple stakeholders.

⁷⁴ Survey questionnaire

2. Nurture Professional Learning Communities

The faculty at both colleges engage in professional learning on and off campus. Those who engage in learning on campus were typically generating opportunities within their departments and are learning with colleagues. We heard many robust examples of faculty who study together, who observe each other and who were eager for more opportunities of this nature. Many of these examples included faculty who were collaborating with colleagues across the college in multiple departments. This type of learning was of particular interest to them. These examples of professional learning communities indicated that faculty were innovative and willing to engage in inquiry with colleagues on campus.

We also learned from respondents, during both years of this inquiry, that despite these particular examples of collaborative learning, the faculty here are quite isolated. Whether it's the heavy teaching loads, the block schedules, the distance that faculty travel to work, the size of the colleges, the heavy emphasis on utilizing technology and distance learning, the focus on productivity and accountability, or simply perception, faculty identified their experience as fairly isolated and this was not well regarded. Many reported an interest in more opportunities for learning with their campus colleagues. The more senior faculty described an eroded community and increased isolation. The newer faculty described isolation and a need for colleagues to help them as they made their way. Wherever they were in their career path, faculty expressed an interest in learning with others—whether in their departments or across departments. This is good news. Professional learning communities are a well-researched vehicle for strengthening teaching and improving student achievement.

The innovative professional learning already underway is fragile. It will need leadership and resources. Departments have already been identified as learning communities by many faculty in these studies. Deans have also been identified as influential in guiding professional development choices. We recommend a concerted effort to nurture professional learning communities on campus, integrating them into the cultures and fabric of the institution. Investing in the mid-level leadership of the colleges – the Deans and the Academic Senate — may well enable these professional learning communities to flourish. There is a growing body of research on professional learning communities in community colleges (see for example the work of the Carnegie Foundation for the Advancement of Teaching). Building on research and experimentation that has already been tried will accelerate Foothill-De Anza's efforts and potentially head off skeptics.

3. Invest in infrastructure

Regardless of experience level or longevity, faculty offered the same set of recommendations regarding the infrastructure for professional development. In order for faculty to learn, they need personnel and an office devoted to professional learning opportunities for faculty. They need a space for convening. They want a place to learn together. These dimensions of infrastructure are both concrete and symbolic. Devoting

resources to addressing these needs would score a “win” with the faculty. Further, redesigning the Opening Days to foster more collaborative learning and planning would also enable faculty to engage in more authentic ways. This high profile event could showcase the values of the district and colleges and a commitment towards faculty learning. Finally, as we suggested in last year’s report, the colleges should continue to improve communication regarding professional development and opportunities for participation.

CHAPTER 6

CONCLUSION

CONCLUSION

Foothill and De Anza Colleges have much to be proud of in terms of faculty commitment and talent. The teaching force is strong and interested in becoming even stronger in pursuit of excellence for student outcomes and for developing their own skills and knowledge.

These studies have yielded important insights about the nature of faculty professional learning and possible areas for growth for the District. Understanding how faculty respond to these findings and the degree to which they resonate with their experience will be an important next step.

As one might predict, additional questions have also been raised. They cluster into four distinct areas listed below. We have provided some of the questions that fall into each category.

Current Participation

What percentage of our faculty currently pursue PDLs?

What percentage of our faculty do not qualify for PAA?

Leadership

Who might lead professional learning communities?

Are the Deans and Academic Senate prepared to lead professional learning communities?

What is the role of the Chancellor, Presidents and Vice Presidents in leading and supporting professional learning communities?

Financial Investment,

What is the total investment in faculty professional development?

What is the level of restricted funding for this purpose?

How much discretionary funding is used for professional development?

How do the colleges or district encourage spending/funding for professional development?

Success Goals and Metrics

What would success look like?

What type of metrics could guide future research and development?

How might we shift the culture towards more professional learning communities to foster more powerful student outcomes?

Understanding these and other questions might help move a learning agenda forward.

Resources are quite scarce in California today and into the near future. The recommendations in this report call for rethinking more than investments of major new dollars. That said, we encourage the District to prioritize resources for faculty learning and to consider raising additional outside dollars to support these endeavors.

APPENDIXES

APPENDIX 1

Teaching and Learning Project Steering Committee 2007-08

Bob Barr, Foothill-De Anza Executive Director of Institutional Research

Frank Cascarano, Foothill Physics Instructor

Marcos Cicerone, De Anza Spanish Instructor & Staff Development Coordinator

Dolores Davison, Foothill-De Anza Academic Senate President

Lydia Hearn, De Anza Academic Senate President & English Instructor

Pat Hyland, Foothill Dean of Faculty & Staff

Rob Johnstone, Foothill Vice President of Instruction & Institutional Research

Martha Kanter, Foothill-De Anza Chancellor

Christopher Kwak, De Anza Accounting Instructor

Allison Meezan, Foothill Geography/GIS Instructor

Judy Miner, Foothill President

Dan Mitchell, Foothill-De Anza Academic Senate President & Music Instructor

Brian Murphy, De Anza President

Jefferson Shirley, De Anza Mathematics Instructor

Paul Starer, Foothill Academic Senate President & English Instructor

Marion Winters, De Anza Intercultural Studies & Womens' Studies Instructor &
Diversity Coordinator

APPENDIX 2

**Foothill-De Anza College Teaching and Learning Project
New Faculty On-Line Survey Solicitation Letter and Survey**

Dear Colleague,

As Chancellor of our District, I am committed to achieving one of our most important goals with your help: to provide our students with the best educational climate for learning to increase their opportunities for success. To accomplish this goal, access to the best professional development opportunities is critical. For the past two years, with the concurrence of the Academic Senates on both campuses, a group of Foothill and De Anza faculty and administrative leaders have been working on the "Teaching and Learning Project" designed to optimize our teaching and learning potential.

Toward this end, we would like you to participate in a survey for full-time tenured faculty who have been teaching for six or more years at Foothill-De Anza. The survey has been designed to help us understand and describe the professional development activities in which you have been or are currently engaged. We are interested in learning what we can do better as a district to support your professional development.

I invite you to participate in this short survey that should take no more than fifteen minutes of your time. We hope you will be able to complete the survey **by February 22, 2008**. The information you provide will be kept strictly confidential and all respondents will be anonymous. Ultimately, we hope to use the information from this survey to strengthen and improve the professional development opportunities for faculty at our colleges.

Thank you in advance for taking the time from your busy schedules to complete the survey. Once we analyze the information you provide us, we will make sure you receive the results and recommendations from our project to enhance teaching and learning at Foothill-De Anza.

Click the link below to take the survey or copy and paste this link into your Internet browser.

http://www.surveymonkey.com/s.aspx?sm=Djuj2LCiOTigfle4s4UnWw_3d_3d

Best wishes,
Martha J. Kanter
Chancellor

=====

Jon O'Bergh
Assistant to the Chancellor
Foothill-De Anza Community College District
Los Altos Hills, California - (650) 949-6106
email: oberghjon@fhda.edu [No apostrophe]

1. About this survey

Thank you for taking this survey, designed to help understand and describe the professional development activities in which tenured faculty have been or are currently engaged. The survey should take no more than fifteen minutes of your time. The deadline for completion is FRIDAY, FEBRUARY 22, 2008. The information you provide will be kept strictly confidential and all respondents will be anonymous. Ultimately, the information from the survey will be used to strengthen and improve the professional development opportunities for faculty at Foothill and De Anza College.

Thank you again for your participation.

1. Do you teach at:

- Foothill College
- De Anza College

2. What year did you start teaching full-time at Foothill or De Anza?

3. Did you start as a part-time instructor at Foothill or De Anza College?

- Yes
- No

4. Your primary teaching assignment is in which department?

5. Some faculty members teach in more than one department. If this is true of you, what is the secondary department you teach in?

6. Had you taught prior to your appointment at Foothill or De Anza?

- Yes
- No

7. If yes, how many years had you been teaching full or part-time prior to being employed by the district?

- Less than one year
- 1 year
- 2 years
- 3 years
- 4 years
- 5 years
- 6-10 years
- 11-15 years
- More than 15 years

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APPENDIX 3

Consent Form

Title: Foothill College/De Anza College Teaching and Learning Project

Investigators: Amy Gerstein, Ph.D. and Nancy Ragey

Before agreeing to participate in this project it is a good idea to read and sign a form that documents participants 'informed consent'. Please read it carefully, and if you decide to accept these conditions and participate, indicate your consent at the end.

Purpose of study:

1. To describe and analyze the professional development experience of tenured faculty.
2. To prepare recommendations to enhance professional development for new and tenured faculty based on the research findings.

Participation in the study involves participating in an interview which will last for approximately one and a half hours. All of your responses are confidential and optional.

Risks: There are no known risks associated with participation in this on-going study.

Benefits: The anticipated benefit of participation is the opportunity to discuss feelings, perceptions, and concerns related to the experience of this initiative.

Subjects Rights: If you have read this form and have decided to participate in this project, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty. You have the right to refuse to answer particular questions. Your individual privacy will be maintained in all published and written data resulting from the study. If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact Amy Gerstein at (650) 566-1351 or Nancy Ragey at (408) 737-7280.

If you wish to participate in this study, please sign your name on the signature line below. Your signature indicates that you have read the above and agree to participate in this study.

Signature of Participant

Date

Signature of Investigator

Date

Signature of Investigator

Date

Foothill-De Anza College Teaching and Learning Project New Faculty Focus Group Interview Protocols

Introduction

Thank you for being part of this study. Your responses will be confidential in two ways:

hand out the consent form

First: the individual names and responses will never be reported. Quotes will never be corresponded or attributed to a specific person or college or department or division. We will draw themes from what we talk about today. The second form of confidentiality is that we discuss needs to stay in this room. Everyone needs to agree to this. This project is designed to help your work.

This is voluntary. You can choose not to answer any question. You can choose to leave. Is it OK to tape this? We can turn off the tape at any time.

The purpose of a focus group is to gain multiple perspectives and learn from the dialogue. We do not need to come to agreement. It is our job to keep an eye on the process. We will actively facilitate the discussion and keep things along and seeking all voices.

We hope that people feel safe to speak honestly. We are here to support your work.

Are there any questions? Can I turn on tape?

We are going to ask 5-6 questions. We are seeking your perspectives and want to hear specific examples and stories.

1. Lets go around the room and see who is here. Tell us your name and what you do here. How long you have been here. We won't report this but it helps to know who is here.
2. We imagine that many of you engage in a variety of activities like conferences, workshops, talking with colleagues, observing peers teach, tenure review, sabbaticals, meetings of various kinds, etc. Do you perceive any of these as professional development? If so, please describe what you are doing? In what ways is it professional development? In what ways, if at all, does your department or division support you in these endeavors?
3. From what we can tell, many people focus the content of their professional development on one of four things. Student learning, teaching strategies, subject matter and technology. Are any of these four the primary focus of your professional development? why? how? Or is something else primary focus?
4. If you have taken a sabbatical tell us what kinds of learning you engaged in. How, if at all, did your sabbatical experience impact your teaching? Did you have

the opportunity to share your experiences with colleagues upon returning back to campus?

5. We hear a lot about why folks participate in professional development. Tends to be two conversations: 1) how to produce the best outcomes for students?; 2) how can I, as a faculty member, advance along the tenure track and increase my salary? What are your top 3 reasons for engaging in professional development?
hand out note taking sheet
6. We are interested in your ONE piece of advice for us regarding professional development.