

PROFESSIONAL DEVELOPMENT ACTIVITIES DEFINED

CTCD encourages job-related professional development for all employees, to include technology training.

Lifelong learning, professional continuing education, and job training are synonymous with professional development. To determine if an activity qualifies as "professional development," consider the key words above: "participate," "job-related," "development," and "activities." Any activity which teaches, enhances, or strengthens a knowledge, skill, ability, or attitude relevant to the employee's current position, or to an aspired CTCD position, is professional development as is any activity that has direct relevance to or is in support of CTCD's vision, mission, philosophy, and goals.

JOB-RELATED:

The outcome of the activity should be an increased or improved knowledge, skill, ability, or attitude which will enhance the professional value and contribution of the individual to CTCD and its vision, mission, philosophy, and goals. Consider the individual's job duties, responsibilities, and position description. What additional knowledge or skill would increase or improve effectiveness? In what areas has the faculty member had limited experience? Where would the individual like to improve? Has CTCD or the department adopted new processes, procedures, or equipment which requires new abilities? Have industry standards changed? What goals does the individual want to pursue? Is training needed so faculty members can accomplish their objectives or meet performance standards? Any activity that is purely for personal interest without relevance to CTCD's vision, mission, philosophy, and goals would not qualify as professional development.

ACTIVITIES might include (but are not limited to):

- a class, seminar, workshop, conference, or pre-service, or in-service
- a structured mentoring program
- a self-study module or a self-study video package available from the CTCD library
- new employee orientation, EEOC training, campus safety training
- courses on Word, Excel, Outlook, or other computer topics
- SACS, THECB, CTC, Faculty Senate, TCCTA WECM, or other CTC Program-related committee work
- community organization participation that promotes CTCD's vision and/or mission statement

The activity should be judged by the participants and their department chairs by its objective, content, and results. The employee is encouraged to *PARTICIPATE* in the event as an active member, rather than a detached observer.

DEVELOPMENT:

"Development" in this context should focus on "growth." The activity should result in enhancement of the individual's professional expertise. This expertise could be discipline-specific (e.g. advanced courses in faculty member's field); skill-building (e.g. a workshop on effective communication techniques); ability-related (e.g. an in-service on balancing family and work life); attitude-improving (e.g. a workshop on working with difficult people); career-enhancing (e.g. a Leadership Academy); or CTCD vision, mission, philosophy, and goal-supportive (e.g. a TEKS tutoring session with local high school students). An activity that does not require or allow for participation so that it does not provide a growth opportunity or promote CTCD's vision, mission, philosophy, and goals would not qualify. No set length can be fixed by which to measure appropriate activities; the outcome is the deciding factor. Likewise, an activity that is regularly done as part of one's continuous job duties, responsibilities, or position description, such as attending a *routine* staff meeting or maintaining office hours would not qualify.

Opportunities for professional development are plentiful. They include college courses; Continuing Education listings; workforce programs; computer courses through CTCD Professional Development; programs sponsored by HR/Employee Training; seminars and conferences sponsored by outside companies, groups, and associations; sessions offered by college associations (such as Faculty Senate); on-line courses offered through ACC and other partnerships, Virtual College of Texas (VCT), and many more.

"What counts?" Bottom Line: The final decision regarding what counts as an appropriate "activity" and what constitutes "development" for consideration in this Professional Development plan purposely has been left open for broad interpretation. The interpretation is left to faculty members and their department chairs. Considerations should be given to objective; content; results; and relevance to CTCD's vision, mission, philosophy, and goals.