

Faculty Task Force Report on Professional Development

1. What we value as Professional Development

Discussion was centered on clarifying what we value as professional development on our campus. We agreed that the campus needs to recognize that professional development is important. PD should be encouraged and should be put in the context of our primary teaching mission. Quality should be the same as any other IU campus but the amount is limited by our teaching responsibilities. Applying Boyer's notion of scholarship (teaching, discovery, integration, and application) to PD was discussed but no consensus was reached. Some also believed that opportunities to collaborate in teaching, research, and scholarly activities should be valued more.

2. Consistency Between Divisions on Development/Dissemination of scholarly work

Although divisions vary substantially on what is valued as scholarly work, the committee felt that perhaps common criteria of "quality" across all divisions may be possible. We were going to solicit divisional descriptions of/policies regarding professional development so that we could look for common themes (as well as acknowledge differences), however, we did not follow through on this. We did, however, look at several documents (Draft of Criteria for Appointment and Promotion, standards for clinical ranks, Tenure and Promotion Handbook, IUE and IU Academic Handbooks). Some committee members felt that our policy with regard to professional development should be revised, while others felt what we have presently is fine.

3. The sharing of scholarly work

Concern here was centered on what were the specific expectations of faculty for promotion and tenure. Documentation is clear in stating that sharing scholarly work is of principal importance. However, the documentation is vague in what avenues of sharing are appropriate. This vagueness may be intentional in that it allows flexibility in its interpretation. Some members felt this section of our academic handbook should be more prescriptive, others felt it was fine the way it is. We got to the point of committing to revising this section of the handbook but took no action. There was also a suggestion that pedagogical research should not be considered as equal to research in the discipline. A nice thought was to celebrate creative work of our faculty with fellow faculty. For example, one day might be set aside each year where presentations on scholarly work could be shared with the campus. Large quantities of food and drink would go a long way towards its success.

4. Other Issues

There was probably more that we could have done but as the semester lengthened our numbers halved with each meeting. Some other issues that could be considered in the future would be; mechanisms that would require reflective analysis of PD that is directed at its improvement and the development of methods & materials.

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