As of January 16, 2018, Foothill College has a number of planning documents designed to lead our college into the future. In each of these documents, there are specific sections that address professional development. Below are the titles of these documents and all relevant sections that list professional development as part of the function, listed verbatim, in each of the following documents:

1.	Foothill-De Anza Community College District Board Policy 2223: Role of the Academic Senate in Academic and Professional Matters

As outlined in Title 5 regulations, the Board of Trustees remains the body ultimately responsible for the policies of the District. In the execution of that responsibility, the Board recognizes its obligation under Title 5 regulations to "consult collegially" with the Academic Senate on "academic and professional matters." In that spirit, an assumption common to these recommendations is that there are aspects in the operation of the District which are largely in the domain of faculty and others which largely are not. There are also areas of concern which are the responsibility of both faculty and administration. Areas of "academic and professional matters" include the following:

8. Policies for Faculty professional development activities;

Consultation process for academic and professional matters:

AREA	JOINT DEVELOPMENT	PRIMARY RELIANCE
8. Policies for faculty professional development activities other than contractual aspects		X

2.	The Foothill College Educational Master Plan 2016 – 2022: Draft, page 29

Goal B: COMMUNITY
Strengthen a sense of community and commitment to the College's mission;
expand participation from all constituencies in shared governance.

Goal B: Strategies
B2: Provide better onboarding, support and professional development for all college employees.
B3: Encourage employee participation in leadership and activities that engages them with the College and the community.
B4: Promote consistent and clear communication in order to create a more informed, cohesive and engaged community.
B5: Increase lifelong learning opportunities for our community.
B6: Promote decision-making that respects the diverse needs of the entire college community.

Goal B: Potential Key Performance Measures
• Governance Survey [FHDA IR&P]
• Professional Development Survey [FHDA IR&P]

Subcommittees: A permanent group convened by a standing committee or council designated to consider specific subjects in detail for recommendations back to the standing committee or council. The chair must be a member of the committee or council to which it reports. Other members need not be members of the committee to which it reports.

Faculty and Staff Professional Development Role: Provide recommendations to the Planning and Resource Council about professional development activities for employees. Oversee and integrate professional development efforts at Foothill for both faculty and staff. Subcommittee of Planning and Resource Council.

Membership Structure: Co-Chaired by the Vice President of Instruction & Institutional Research and the Academic Senate President. Membership includes appointees from the Academic Senate, Classified Senate, and President's Cabinet.

Products: Produces the Professional Development Master Plan.

4. Foothill College Student Equity Plan (Approved 12/7/2015): See Equity Plan

Each of these documents mentions the phrase "professional development" without specifying the exact meaning of this phrase. In fact, our campus community has not decided the exact meaning of the phrase "professional development" as it is used in our campus planning documents. Even though we do not have a commonly agreed upon meaning for this phrase, both the Educational Master Plan and the Equity Plan state that in order to achieve our college's goals, we will offer "professional development" opportunities and activities to Foothill Employees.

In response to this lack of specificity in language, the professional development committee offers to lead our college in answering the following questions:

- What, specifically, is the definition of the term "professional development" as it relates to Foothill College's mission statement and planning documents?

- How do we, as a college, develop a system to organize, implement and reflect on professional development activities that enhance the mission statement of our college?

In order to help our college address the first of these questions, the professional development committee suggests that one possible definition of professional development might be:

We define the term professional development as any form of on-the-job learning that Foothill employees engage in to improve that employee's professional knowledge, competence, skill, and effectiveness at Foothill College. This may include specialized training, formal education, advanced professional learning or active participation in college governance structures. These activities are intended to help classified staff, faculty, and administrators enhance professional skills that contribute to the mission statement of Foothill College.

We want to call specific attention to three critical constituencies mentioned in this definition:

1. Classified Staff

    For classified or professional staff, professional development might emphasize the enhancement, improvement, and upgrading of job-related knowledge, skills, and expertise. This may include training and activities related to communication and interpersonal skills, hardware and software tools, and support for career development and advancement.

    In addition to keeping current with personal, technical and professional skills, classified staff might also invest their time to become familiar with the governance structures at Foothill College. This might include active participation on one of the College Core Mission Work Groups (Transfer, Workforce, Basic Skills, Operations Planning Committee, and the Student Equity Workgroup) or participation in one of the many other official governance groups at Foothill College.

2. Administrators

    For administrators, professional development might focus on supervisory skills, management skills or leadership development. This may include personal growth, professional growth, training in decision-making, communication skills improvement, enhanced planning techniques, or learning to use assessment techniques and data more effectively to measure success of institutional outcomes.

3. Faculty

    For faculty (both full-time and part-time), professional development might emphasize the facilitation of personal and professional growth related to pedagogy, assessment, subject matter, and professionalism. This may include activities that target any of the following:
    A. Strength and ability in *pedagogy* with a focus on creating student-centered learning environments by enhancing their ability to plan and design engaging curriculum.
    B. Strength and ability in *assessment* with a focus on using a systemic approach to evaluating student learning outcomes to inform teaching and make transformations for future teaching.
    C. Strength and ability in *subject matter* with a focus on proficiency in the discipline, currency, and the pursuit of professional enrichment.
    D. Strength and ability in *professionalism* with a focus on modeling professional ethics and academic rigor, encouraging professionalism in students, developing employability skills and enhancing knowledge of college governance structures via active participation in college governance groups.