

2014-15 Individual Development Plan

Guidance to PVCC Probationary Faculty

Purpose: The purpose of the Individual Development Plan (IDP) is to provide Probationary Faculty with a document and a construct to help facilitate use of the probationary period to develop into a well-rounded PVCC faculty member, as well as to meet the requirements of the Residential Faculty Policies (RFP). A well-rounded PVCC faculty by Year 5 has committed to successful engagement in the faculty domains described on the next page and has integrated the principles of a learning-centered college and culture of student success into their work.

Foundation for Reflections: Learning-Centered College:

As a Learning-Centered College, PVCC believes that the “Power of Learning” will enable our learners to “increase their capacity for personal growth and positive social change”. At PVCC, learning encompasses students and employees, as well as the organization. PVCC strives to maintain the ideals of a learning-centered college through execution of the principles of a learning-centered college. At PVCC, they are

- Learning outcomes that create substantive change in learners are identified and made explicit. These outcomes drive course, program, and curriculum development as well as delivery of student, academic, and administrative support services.
- Learning outcomes are assessed for the purpose of demonstrating that learning occurred and to expand and improve learning.
- Learning opportunities are accessible to learners and offered in a variety of formats and options (online, hybrid, short term, PVCC@Black Mountain, etc.)
- A culture of student success exists.
- The college’s systems and environments are designed and evaluated in terms of their support of learning.
- Employee and Organizational Learning programs and the college’s employees demonstrate a commitment to continuous learning.
- Research about learning and learners is routinely considered and systemically incorporated into the college’s learning processes, programs and services.

A culture of student success at PVCC is supported by

- Active and engaged learning, both in and out of the classroom
- Connecting to the college environment
- Goal setting
- Successful navigation of college processes
- Relationship building with faculty, staff, and peers.

The Peer Assistance and Review (PAR) process and IDP provide probationary faculty an opportunity to reflect on and demonstrate how their role at PVCC contributes to expanded and improved student learning and success in support of our core value of learning and our institutional culture as a learning-centered college.

Faculty Domains:

Teaching is a consistent focus for each year. This can include, but is not limited to, creating and measuring learning outcomes; providing opportunities for active student engagement, collaboration, and the application of learning; integrating technology to support student learning (e.g., Canvas, mobile apps, polling, simulations, YouTube, OER, discussion groups, collaboration, PowerPoints, etc.)

Although the domains are listed by year, probationary faculty can focus on each domain in whatever order that provides them progressive development as a faculty. Teaching and learning are a focus each year with the expectation of greater sophistication by Year 5. All of the other domains also should have been addressed and integrated into the faculty role by Year 5 so that the faculty demonstrates confidence, competence, and commitment.

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| Year 1 | Teaching and Learning – The focus on Learning can include but is not limited to the following: actions that increase the capacity of students to achieve the knowledge, skills, attitudes, and values that will enable success (this is PVCC’s definition). Strategies may include active engaged learning, learning outcomes, student goal setting, use of technology, clear communications with students to establish expectations, and developing learning relationships. For example, an ENG101 instructor creates student partnerships to proofread each other’s papers. |
| Year 2 | Teaching and Collaboration – The focus on Collaboration can include, but is not limited to the following: working with faculty and/or staff on projects; in and out-of-class strategies; interdisciplinary learning; sharing resources. Examples include working with Librarians to present research resources; learning communities; MAT120 instructors creating and using a common final test. |
| Year 3 | Teaching and Service – The focus on Service can include, but is not limited to the following: working with local business and industry; recruitment; service learning; outreach events; advisory board participation; outreach to K-12 partners; outreach to university partners; and volunteer activities. |
| Year 4 | Teaching and Leadership – The focus on Leadership can include, but is not limited to chairing a campus or District committee; taking initiative on a project or strategy; creating a new class; being a student club advisor. |
| Year 5 | Teaching and Future Direction and Goals – The focus on Future Direction and Goals can include, but is not limited to what you aim to achieve in the areas of learning, collaboration, service, and leadership. |

Cover Sheet

Provide a brief biography to serve the purpose of introducing yourself to the Peer Assistance and Review Committee (PARC). This section allows you to introduce your discipline and create context for your IDP.

Include the following elements in your biography:

- a. Name, Discipline, Division
- b. MCCC Faculty Year (Year 1, Year 2, Year 3, Year 4, or Year 5)
- c. Academic Background (list degrees/relevant certificates, institution, year)
- d. Related Work Experience Summary (list 1-4 items such as teaching, industry, etc.)
- e. Courses you Teach (Indicate those that are online, hybrid, short term, learning community, Early College or other cohort group, and/or Black Mountain)

Sections of the IDP

1. **General Statement to Introduce Your IDP:** A passage to introduce the emphases for your year's work, the contents of the IDP, and highlights of the IDP and the year. This should include a general summary of your goals you had identified in the previous IDP and your results. You also could include innovations, reflective comments about the year's focus, points of pride, etc.

Write a brief (4-9 sentences) passage to introduce your IDP

2. **Instruction:** This section requires reflection on the input and feedback you have received throughout the year in the form of evaluations and observations. Use the principles of a learning-centered college and culture of student success (pg. 1 of this document) as the foundation for your reflection.

Include the following commentary:

- a. **Evaluations and Observations**
 - i. **Administrative (VPAA/Dean) and Division Chair Evaluations:** In a brief (5-8 sentence) passage comment on ***the insights you have gained from these evaluation processes and the feedback you received from the VPAA/Dean and your Division Chair.***
 - ii. **Student Evaluations:** In a brief (5-8 sentence) passage comment on ***the insights you have gained from the student feedback you received and how this informs your teaching and student interactions.***
 - iii. **Mentor Observations:** In a brief (5-8 sentence) passage comment on the ***insights you have gained from the interactions you have had with your Mentor.***

iv. Summary Statement: In a brief (3-5 sentence) passage comment on *how you will use the information to improve your teaching and learning*

b. Assessment: Describe an assessment strategy you used and how you used the results of that assessment.

c. Active Learning: Describe an active learning strategy you integrate into your teaching and explain how it impacts student learning.

3. Service to Department/Division, College, and District and Collaboration with Colleagues: In this section, list any Service activities you have participated in during the past year, as well as collaborative activities you have been a part of. The following grid details the minimum expectations for 1st year faculty and a list of opportunities for Year 2-5 faculty to choose from in order to meet the intention of this area of responsibility.

<u>Probationary Year</u>	<u>Service</u>	<u>Collaboration</u>
1	CSPP active participation Division Meeting participation (1-3 Sentence description of role and participation)	Describe how you have networked and developed relationships within your Division, across Divisions, and across the PVCC campus.
2-5	Document service in the following areas, as applicable: Committee/Task Force participation (1-3 Sentence description of role and participation) Participation in special projects/ initiatives such as special events or curriculum development/revision. (Brief description, 2-4 sentences of project role and outcome) Community service activities such as working with local business and industry, recruitment, service learning, outreach events, advisory board participation, outreach to K-12 partners, outreach to university partners, and volunteer activities. (Brief description, 2-4 sentences of project role and outcome)	Describe ways in which you have collaborated on things such as projects, strategies, with other disciplines, Learning Communities, the community, etc.

4. Professional Growth

List the Professional Growth Opportunities you have participated in during the past year. This may include college-level courses completed, workshops and conferences attended, books or articles published, presentations given, etc.

Include the following information for each entry on your list:

- **Title of the Event/Program**
- **Date of the Event/Program**
- **Time of the Event/Program** (e.g. 10:00 a.m. – 11:00 a.m.; 9:00 a.m. – 5:00 p.m.; 3 full days, etc.)
- **Sponsoring Group** (e.g. MCLI, professional group/association, etc.)

Elaborate on the two (2) most impactful Professional Growth Opportunities in a narrative (5-8 sentences) that includes:

- **Brief description** of the event
- **What you learned**
- **How this impacted you** personally and professionally

5. **Goals:** Focusing on the theme/focus of your next year as a PVCC faculty member, articulate 2-3 goals for the next year. State each goal in 1-2 sentences.

6. IDP Required Attachments

- a. Administrative Instructional Evaluation form/feedback
- b. Division Chair Instructional Evaluation form/feedback
- c. Mentor Observation - Reflective Comments on the feedback received
- d. Results from Student Evaluation Forms