

PROFESSIONAL DEVELOPMENT COUNCIL (PDC) ANNUAL REPORT 2014-2015

I. Executive Summary

In 2014 – 2015, the PDC continued discussions about the Teacher Scholar Model (Boyer 1990)¹ and how it might be adapted to San Francisco State University, that it had begun in 2013. During the Fall of 2013, the PDC had sent a memo to the SF State Strategic Planning Group on the topic.

As the strategic planning process was still ongoing at the beginning of Fall 2013, the PDC invited the Chair of the Academic Senate to its October meeting in order to get a better sense of the degree to which the Strategic Planning Committee had taken the PDC's memo into consideration when drafting the new plan. Upon his assurance that the new strategic plan would reflect the essence of the Teacher Scholar Model, the PDC decided to focus its efforts for the remainder of the year on gathering information and thinking about how we could best contribute to conversations on campus on how SF State might articulate that essence, which is rooted in an explicit appreciation for the intellectual diversity that SF State faculty represent in their scholarship, teaching, and service.

Section III highlights the major activities the PDC engaged in throughout the year.

II. Charge to Council

[From Academic Senate Policy #S99-183]

1. The Professional Development Council, an all-university council, shall:
 - a) Promote a campus environment supportive of professional development;
 - b) Exercise leadership in the development of policies and programs in support of professional development
 - c) Provide a forum for the dissemination of information and discussion of issues relative to professional development;
 - d) Advise appropriate agencies of the university on the needs of faculty pertaining to professional development;
 - e) Recommend procedures and changes in procedures to appropriate agencies that facilitate professional development (e.g. distribution of intramural funds to Provost);
 - f) Formulate and/or revise for recommendation to the Provost and the Academic Senate University policies pertaining to professional development, and refer recommendations having implications for academic policy, to the Academic Senate for action;
 - g) Invite, evaluate, and recommend funding of proposals pertaining to faculty professional development (e.g. Affirmative Action Grants, Chancellor's Mini and Summer stipend grants, and Vice President for Academic Affairs Assigned Time grants).

¹ Boyer, Ernest L. 1990. *Scholarship reconsidered: Priorities of the professoriate*. Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching.

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2. The Professional Development Council's regular advisory statements and annual report shall be addressed to the President, the Vice President for Academic Affairs, and the Academic Senate.
3. Clerical support for the Council's activities shall be determined by the Office of the Vice President for Academic Affairs.
4. The Council shall hold at least three meetings per semester.

III. Activities of the Year

Meetings

As set forth in the 2013-2014 report the PDC was scheduled to meet four times in Fall 2014 and four times in Spring 2015, on the 2nd Thursday of each month during the Fall and Spring semesters (September, October, November, December, February, March, April & May), from 12:30-2:00 PM. The December meeting was cancelled due to university closure for weather but all other meetings were held as planned.

Major Activities

This is a report on the work of the University PDC for academic year 2014-2015. The council continued to build on the work it did in AY 2013 -2014, when the PDC sent a memo to the SF State Strategic Planning Group urging it to consider adapting a Teacher-Scholar Model (TSM) (Boyer 1999) to the context of SF State. To that end, the primary activities of the PDC involved: (1) conducting additional research on TSM and more recent iterations of it, primarily the edited volume *Faculty Priorities Reconsidered: Rewarding Multiple Forms of Scholarship* (O'Meara and Rice 2005) and discussing how SF State might articulate its own version of a TSM, (2) listening to other faculty and administrators on campus in an effort to get a better sense of how one aspect of the TSM - the integration of scholarship and teaching – is viewed across campus, and (3) learning more about how the PDC can contribute to related conversations across campus. As a part of this work, the PDC engaged in the following two conversations, which may continue into AY 2015-2016.

A) Contributions to the Faculty Retreat (January 2015)

The PDC hosted an “Integrating Teaching and Scholarship” Affinity Group Meeting at the Faculty Retreat in order to build on the conversations we had in the fall and in to get a better sense at how faculty across campus think about and approach integrating their teaching and scholarly work. Twenty-two people attended the session; several others expressed interest but could not attend. The discussion revealed that there are a diverse range of views about what integrating and scholarship means, with implications for how faculty engage in that integrative work. Some of the discussion also raised concerns and challenges about how faculty can effectively integrate teaching and scholarship.

Members of the PDC also supported organizers of the 2015 Faculty Research and Creative Activities Retreat, AVP Research and Sponsored Programs Jaylan Turkkkan and Dean Sacha Bunge, by providing feedback on the program and helping to publicize the event through emails to their respective colleges.

B) Offer to Serve in a Consultative Role to the Academic Senate, the Academic Policies Committee (APC), and the Faculty Affairs Committee (FAC) on Matters Related to Professional Development as they Engage in Policy Discussions about RTP

In April 2015, after having discussed ways in which the PDC might best contribute to conversations related to the integration of scholarship and teaching on campus with Provost Rosser, the PDC contacted the Academic Senate to offer to serve in a consultative role to the Academic Senate, the Academic Policies Committee (APC), and the Faculty Affairs Committee (FAC) on matters related to professional development as those standing committees engage in policy discussions about RTP. The outgoing Senate Chair replied that he would advise next year's Senate Chair, and the elected chairs of APC and FAC, that the PDC has made this offer and stands ready to respond to their questions and assist as appropriate if requested next year.

Committee Member Attendance

Last year's PDC report noted that meeting attendance in 2013-2014 was very poor, resulting in limited representation of university units. This year, the PDC addressed this issue in two ways: (1) by moving the regular meeting time to Thursday afternoons and (2) by asking representatives to confirm their availability to attend the scheduled meeting times on a regular basis. As a result, overall attendance in 2014-2015 was much improved, helping to ensure broader representation of units across campus.

Representative Participation 2014-15

HSS	5 of 7 meetings
Ethnic Studies	2 of 7 meetings (conflict with teaching schedule Spring 2015)
LCA	4 of 7 meetings
COB	3 of 7 meetings (medical leave in Spring 15)
COSE	2 of 7 meetings
GCOE	3 of 7 meetings (sabbatical in Fall 14)
Library	5 of 7 meetings
ExCom appointment	5 of 7 meetings
Provost appointment	6 of 7 meetings
CSL Steering Cmte.	7 of 7 meetings
CTFD	no appointment
Dean of FA	7 of 7 meetings
AVP Research	6 of 7 meetings

Future Directions

If the Chancellor's office funds the Research, Scholarship and Creative Activities Fund for AY 2015/2016, the PDC will oversee a two-tiered process of reviewing applications and making grant awards. In that process, each College determines its own process for the first level of review and making awards, with the number of awards being based on the number of faculty FTEs in the College. The second level of review is conducted by

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the PDC, who awards the remaining grants based on a review of the top-ranked proposals from all of the Colleges taken together.

Jennifer Shea was unanimously voted to a second term as the Chair of the PDC for AY 2015/2016. The committee will meet on the 2nd Thursday of each month during the Fall (September 10, October 8, November 12 & December 10) and Spring (February 11, March 10, April 14 & May 12) semesters of the academic year 2015-16, from 12:30 – 2:00 pm.

PDC Members, 2014 – 2015, as of May 2015*:

Name	Designation
Yitwah Cheung	Elected College Rep
Catriona Rueda Esquibel	Elected College Rep
Deanna Wang	Elected College Rep
Nan Alamilla Boyd	Elected College Rep
Jeffrey Snipes	Elected College Rep
Linda Bowles-Adarkwa*	Elected College Rep
Yanan Fan	Elected College Rep
Jennifer Shea	Selected by Community Service Learning Steering Committee
Vacant	Selected by Center for Enhancement of Teaching Advisory Board
Eric Pido	Selected by EXCOM of Academic Senate
Alvin Alvarez	Selected by Provost
Sacha Bunge	Ex -Officio, Dean of Faculty Affairs & Professional Development
Alison Sanders*	Ex-Officio, Director ORSP & Acting AVP for Research and Sponsored Programs

*Replaced colleague who withdrew mid-year