Alison reported on the progress of the ADHE Professional Development Committee. Grant from the Lumina Foundation will develop a state-wide professional development series. First meeting in April was a brainstorming session. Most discussion centered around how we can understand the culture our students come from (Bridges Out of Poverty, etc.) Also, selection of professional development opportunities needs to be evidence-based (like from http://www.ccsse.org/). There needs to be a documented need for whatever professional development is selected. ADHE determined that continuing education needs to be for both faculty and staff.

There was discussion of the possibility of offering professional development to staff. If we did this, we would need staff on the committee, but we are a subcommittee of Faculty Council. This should probably be addressed by Faculty Council proper.

We looked at the Professional Development submission for the Planning Manual. Although it didn’t make it into the current manual, we still reviewed the plans we made to ensure that we are doing what we said we would do. We have achieved all goals set for 2007-2008 school year, and are ready to start the 2008-2009 year. Discussion based on the planning manual follows.

- To communicate more within the committee, we need to fix Cheri’s email.
- To communicate more with faculty . . . we aren’t sure how to communicate more with faculty . . . or how to get faculty to communicate more of their professional development needs.
- In order to increase buy-in, perhaps we could remind faculty members that they can document professional development on their yearly evaluations.
- We need to request to view copies of completed Professional Development to see what professional development has taken place. Then a committee member will compare information to see if anyone has attended a professional development opportunity which could be re-presented to Ozarka to fulfill an identified professional development need.
- Diversity education is a need for faculty, since we have an ethnically homogenous but economically diverse student population.

We need to suggest having advising mentors so that an experienced person is sitting with a new faculty advisor one entire day to advise students.

Another option would be that the new student registration could have scenario simulations with actual hands-on computer practice on a projector.

Scenarios: New student with no compass scores; Transfer student who doesn’t have transcripts in My.Ozarka or in hand; Transfer student who has transfer classes with strange names “Writing for a
Better World,” etc.; pre-LPN student who tests into all developmental; returning student who have failed a course; new student who tests into Beginning Writing but no class is available on the days he wants to come and who is in all developmental and wants to take Psychology, Keyboarding, or Biology to fill out a schedule; new student who wants CNA classes part-time but was told to take a full load to get full Pell;

We can also suggest that an experienced faculty member in each department mentor each new faculty member. Professional Development can provide a training session entitled “How to Mentor.”