April 12, 2007

TO: Bob Barr

FROM: Andrew LaManque, De Anza Research
           Dianne Mak, Student Assistant

SUBJECT: Teaching & Learning Project: Mapping the New Faculty Professional
           Development Experience

An online survey was sent to Foothill and De Anza faculty members to understand more
about the professional development experience of the newer faculty. A total of 47 faculty
members responded, where 27 (59%) are full-time, 19 (41%) are part-time, and one no
answer.

Important highlights include:

- 71% (33 of 46) of the faculty indicated they started to teach at Foothill or De
  Anza between 2002 and 2005.

- 41% (11 of 27) of the full-time faculty started as part-time instructors; 64% (7 of
  11) started as a part-time instructor at De Anza.

- 71% (12 of 17) of the part-time faculty indicated "De Anza" as their predominant
  assignment.

- 84% (38 of 45) of the faculty responded 'yes' to the question, "Have you taught
  prior to your appointment at Foothill or De Anza?"

- 82% (38 of 46) of the faculty are between the ages 30-59; 28% indicated age 30-
  39, 26% indicated age 40-49, and 28% indicated age 50-59.

- 67% (30 of 45) of the faculty responded that they spend more than 5 hours per
  quarter to participate in professional activities over the past 12 months.

- 56% (60 of 107 responses) of the faculty responded that 'time' (37%) and
  'money' (19%) are barriers to engage in professional development activities.

- 79% (44 of 47) of the faculty responded that it was very easy or easy for them to
  find information about professional development activities.

- 41% (65 of 158 responses) of the faculty indicated that they are informed about
  professional development opportunities and activities from professional
  associations.

- 30% (8 of 27) of the full-time faculty indicated teaching strategy issues are the primary focus of their professional development, whereas 39% (7 of 18) of the part-time faculty indicated subject matter issues.

- 41% (18 of 44) of the faculty responded that they participate in district-sponsored activities 1-2 times for the past 12 months.

- 91% (39 of 43) of the faculty responded that they never participate in university study activities for the past 12 months.

- 41% (17 of 41) of the faculty responded that their professional development never focused on student assessment for the past 12 months.

- 63% (26 of 41 responses) of the faculty responded that their department supported and provided opportunities to talk with a colleague one-on-one.

- 89% (34 of 38) of the faculty responded agree and strongly agree that their college encourages professional development for full-time faculty.

- 92% (25 of 27) of the full-time faculty and 77% (14 of 18) of the part-time faculty selected 'conference or workshops' to the question, "What type of professional development activities best support your learning as a faculty member at Foothill or De Anza?"

I. Your Background

1. What year did you start teaching at Foothill or De Anza?

Label	Number	Percent
1976	1	2%
1988	1	2%
1995	1	2%
1999	1	2%
2000	3	7%
2001	3	7%
2002	8	17%
2003	7	15%
2004	7	15%
2005	11	24%
2006	3	7%
Total Valid	46	100%
Total Missing	1	
Total	47	

2. Are you full-time or part-time?

Label	Number	Percent
Full time	27	59%
Part time	19	41%
Total Valid	46	100%
Total Missing	1	
Total	47	

2a. If full-time, what was the year of your full-time appointment?

Label	Number	Percent
2001	1	4%
2002	5	19%
2003	1	4%
2004	4	15%
2005	11	41%
2006	5	19%
Total Valid	27	100%
Total Missing	0	
Total	27	

2b. If full time, did you start as a part-time instructor?

Label	Number	Percent
Yes	11	41%
No	16	59%
Total Valid	27	100%
Total Missing	0	
Total	27	

2c. If you started as a part-time instructor at Foothill or De Anza, where did you start?

Label	Number	Percent
Foothill	4	36%
De Anza	7	64%
Total Valid	11	100%
Total Missing	0	
Total	11	

2d. If part-time, how many quarters have you taught at Foothill or De Anza?

Label	Number	Percent
1	0	0%
5	2	13%
6	2	13%
7	1	6%
8	5	31%
9	2	13%
12	1	6%
13	1	6%
15	1	6%
17	1	6%
Total Valid	16	100%
Total Missing	3	
Total	19	

2e. If part-time, is your predominant assignment at Foothill or De Anza?

Label	Number	Percent
Foothill	5	29%
De Anza	12	71%
Total Valid	17	100%
Total Missing	2	
Total	19	

3. What department(s) do you teach in?

Label	Number	Percent
Accounting	1	2%
Adaptive Learning	2	4%
Anthropology	1	2%
Automotive Technology	1	2%
BHES	1	2%
Biology	3	6%
Chemistry	2	4%
Communication	2	4%
Counseling	3	6%
CTIS	1	2%
Economics	1	2%
English/EWRT	7	14%
ESL	5	10%
Foreign Language	1	2%
General Business	1	2%
Health Technology	2	4%
History	1	2%
I.B	1	2%
Language Arts	2	4%
Library Services	1	2%
Mathematics	1	2%
MCNC	1	2%
Nursing	2	4%
Physics	2	4%
Political Science	1	2%
PSME	1	2%
Rama	1	2%
Social Science	2	4%
Speech	1	2%
Total Responses	51	100%
Total Respondents	47	
Total Missing	0	
Total Individuals	47	

3a. Some faculty members teach in more than one department.
If this is true of you, what is the primary department you teach in?

Label	Number	Percent
Adaptive Learning	1	25%
ESL	2	50%
Speech	1	25%
Total Valid	4	100%
Total Missing	0	
Total	4	

3b. What is the secondary department you teach in?

Label	Number	Percent
Communication	1	25%
Counseling	1	25%
English/EWRT	2	50%
Total Valid	4	100%
Total Missing	0	
Total	4	

4. Have you taught prior to your appointment at Foothill or De Anza?

Label	Number	Percent
Yes	38	84%
No	7	16%
Total Valid	45	100%
Total Missing	2	
Total	47	

4a. If yes, how many years have you been teaching full or part-time prior to being employed by the district?

Label	Number	Percent
1 quarter	2	5%
1 year	6	16%
2 years	5	14%
3 years	4	11%
4 years	2	5%
5 years	3	8%
6-10 years	8	22%
11-15 years	3	8%
More than 15 years	4	11%
Total Valid	37	100%
Total Missing	1	
Total	38	

4b. Where did you teach? (Check all that apply.)

Label	Number	Percent
K-12	11	18%
Community College	22	36%
4 year university or college	16	26%
Other	12	20%
Total Responses	61	100%
Total Respondents	37	
Total Missing	1	
Total Students	38	

5. What is your age?

Label	Number	Percent
Under 30	3	7%
30-39	13	28%
40-49	12	26%
50-59	13	28%
60-69	5	11%
70 or older	0	0%
Total Valid	46	100%
Total Missing	1	
Total	47	

6. Ethnicity

Label	Number	Percent
Asian	7	16%
Filipino	0	0%
Pacific Islander	0	0%
Hispanic	2	5%
African-American	2	5%
White	31	72%
Native American	1	2%
Total Valid	43	100%
Total Missing	4	
Total	47	

7. Gender

Label	Number	Percent
Female	26	57%
Male	20	43%
Total Valid	46	100%
Total Missing	1	
Total	47	

II. Mapping Your Professional Development Experience

3. On average, how many hours per quarter did you participate in professional development activities over the course of the past 12 months?

Label	Number	Percent
0 hours	0	0%
1-2 hours	4	9%
2-3 hours	5	11%
4-5 hours	6	13%
More than 5 hours	30	67%
Total Valid	45	100%
Total Missing	2	
Total	47	

4. Which, if any, of the following are currently barriers to engaging in professional development activities? (Check all that apply.)

Label	Number	Percent
Time	40	37%
Money	20	19%
Other obligations to the college committees etc.	14	13%
Other teaching/work obligations outside of the district	15	14%
# of courses taught within the district teaching load-not including overloads	9	8%
Reimbursement process for staff development funds	5	5%
Your interest	2	2%
Your department chair	1	1%
Your dean	0	0%
The College Administration	1	1%
Total Responses	107	100%
Total Respondents	45	
Total Missing	2	
Total Individuals	47	

5. Which, if any, of the following are currently sources of encouragement and/or opportunities for engaging in professional development activities? (Check all that apply.)

Label	Number	Percent
Time	7	7%
Money	10	11%
Other obligations to the college committees etc.	4	4%
Other teaching/work obligations outside of the district	3	3%
# of courses taught within the district teaching load-not including overloads	3	3%
Reimbursement process for staff development funds	10	11%
Your interest	23	24%
Your department chair	8	9%
Your dean	17	18%
The College Administration	9	10%
Total Responses	94	100%
Total Respondents	33	
Total Missing	14	
Total Individuals	47	

6. How easy/difficult is it for you to find information about professional development opportunities?

Label	Number	Percent
Very easy	8	18%
Easy	27	61%
Difficult	9	20%
Very difficult	0	0%
Total Valid	44	100%
Total Missing	3	
Total	47	

7. Do you find out about professional development opportunities and activities from? (Check all that apply.)

Label	Number	Percent
Your dean or department chair	18	11%
College website	4	3%
College flyers/emails	22	14%
Announcements/flyers/emails from professional associations	33	21%
Colleagues	22	14%
Professional associations that you are a member of	32	20%
Professional associations that you are NOT a member of	0	0%
Foothill-De Anza websites	8	5%
Human Resources office	0	0%
Tenure review committee	4	3%
Former teachers/professors	8	5%
Alumni news	0	0%
Other	7	4%
Total Responses	158	100%
Total Respondents	46	
Total Missing	1	
Total Individuals	47	

8. Over the course of your teaching career at Foothill and/or De Anza, has the amount of time you spend on professional development over the course of a year?

Label	Number	Percent
Increased	12	27%
Decreased	9	20%
Stayed about the same	23	52%
Total Valid	44	100%
Total Missing	3	
Total	47	

Full-time Faculty

1. The primary focus of your professional current development is

Label	Number	Percent
Administrative issues	2	7%
Student learning issues	5	19%
Subject matter issues	6	22%
Teaching strategy issues	8	30%
Tenure review	5	19%
Other	1	4%
Total Valid	27	100%
Total Missing	0	
Total	27	

Part-time Faculty

1. The primary focus of your professional development is

Label	Number	Percent
Administrative issues	1	6%
Student learning issues	4	22%
Subject matter issues	7	39%
Teaching strategy issues	5	28%
Other	1	6%
Total Valid	18	100%
Total Missing	1	
Total	19	

II. Mapping Your Professional Development Experience

1. Over the past 12 months, how often did you participate in these types of professional development?

Question	Never		1-2 times		3-4 times		5 or more times		Total Respondents	Total Individuals
	N	%	N	%	N	%	N	%	N	N
Development Sponsored (e.g., department meetings, department retreats, department-sponsored classes and workshops)	6	13%	13	29%	10	22%	16	36%	45	47
Faculty delivered (e.g., symposia, lectures)	22	51%	13	30%	4	9%	4	9%	43	47
College Sponsored (e.g., Foothill's College Hours, staff development workshops, tenure review, professional development workshops)	12	27%	10	23%	12	27%	10	23%	44	47
District Sponsored (e.g., Opening Day, flex days, human resources orientation)	14	32%	18	41%	8	18%	4	9%	44	47
Observing experienced faculty through classroom visits	30	67%	11	24%	3	7%	1	2%	45	47
Outside conferences or workshops	10	22%	17	38%	11	24%	7	16%	45	47
Distance learning/online courses	34	76%	8	18%	3	7%	0	0%	45	47
University study (graduate and/or post-doc)	39	91%	3	7%	0	0%	1	2%	43	47
Other	23	72%	7	22%	1	3%	1	3%	32	47

2. Over the past 12 months, how frequently did your professional development focus on?

Question	Never		1-2 times		3-4 times		5 or more times		Total Respondents	Total Individuals
	N	%	N	%	N	%	N	%	N	N
The content/subject area of your teaching (e.g, math, English, ESL)	6	14%	19	44%	6	14%	12	28%	43	47
Pedagogy (instructional strategies)	12	28%	19	44%	5	12%	7	16%	43	47
Student learning	8	20%	21	51%	9	22%	3	7%	41	47
Student assessment	17	41%	19	46%	5	12%	0	0%	41	47
Institution/Administration processes and policies (e.g., tenure review, HR issues)	16	38%	16	38%	6	14%	4	10%	42	47
Other	18	90%	0	0%	0	0%	2	10%	20	47

9. What type of support and/or activities do your department and/or division provide for professional development? (Check all that apply.)

Question	Department		Division		Total Responses	Total Respondents	Total Individuals
	N	%	N	%	N	N	N
Meeting	20	47%	23	53%	43	27	47
Individual conferences	7	44%	9	56%	16	14	47
Opportunities to talk with a colleague one-on-one	26	63%	15	37%	41	29	47
Opportunites to connect with other new faculty in my department	9	47%	10	53%	19	14	47
Opportunities to connect with other new faculty on the campus	3	30%	7	70%	10	8	47
Opportunities to observe a peer teaching	12	60%	8	40%	20	16	47
Lesson planning with a colleague(s)	10	77%	3	23%	13	10	47
Conferences or workshops	13	52%	12	48%	25	21	47
Information about professional associations	10	63%	6	38%	16	12	47
Other	2	50%	2	50%	4	3	47

10. Please indicate your level of agreement or disagreement with each of the following statements.

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Total Respondents	Total Individuals
	N	%	N	%	N	%	N	%	N	N
My department is a professional learning community for faculty.	10	23%	25	58%	7	16%	1	2%	43	47
My division is a professional learning community for faculty.	7	16%	25	58%	11	26%	0	0%	43	47
My department discourages new faculty from trying new teaching strategies.	1	2%	1	2%	18	44%	21	51%	41	47
My division discourages new faculty from trying new teaching strategies.	1	2%	3	7%	20	45%	20	45%	44	47
Veteran faculty are supportive of new ideas and teaching methods suggested.	9	23%	24	60%	6	15%	1	3%	40	47
Veteran faculty are supportive of new faculty.	15	37%	23	56%	3	7%	0	0%	41	47
Full-time faculty are supportive of part-time faculty.	9	24%	19	51%	8	22%	1	3%	37	47
My college promotes collegiality and support for part-time faculty.	4	10%	24	60%	9	23%	3	8%	40	47
Part-time faculty members are encouraged to become full-time faculty as positions are available.	7	19%	16	43%	11	30%	3	8%	37	47
My college encourages professional development for part-time faculty.	4	12%	16	47%	11	32%	3	9%	34	47
My college encourages professional development for full-time faculty.	15	39%	19	50%	4	11%	0	0%	38	47
It is hard for faculty to find resources (money, time, other support) for professional development.	10	24%	24	57%	7	17%	1	2%	42	47
My department provides useful professional development activities.	2	5%	18	41%	23	52%	1	2%	44	47
My college provides useful professional development activities.	3	7%	31	70%	7	16%	3	7%	44	47
The district provides professional development activities that are germane to my teaching.	0	0%	20	49%	15	37%	6	15%	41	47

Full-time Faculty

2. What type of professional development activities best support your learning as a faculty member at Foothill or De Anza?

Question	1 (Not Supportive)		2		3		4 (Highly Supportive)		N/A		Total Respondents	Total Individuals
	N	%	N	%	N	%	N	%	N	%	N	N
Department meetings	4	15%	4	15%	7	27%	9	35%	2	8%	26	27
Division meetings	4	15%	10	37%	7	26%	4	15%	2	7%	27	27
One-on-one meetings and/or conferences with my department chair	2	7%	2	7%	3	11%	11	41%	9	33%	27	27
One-on-one meetings with my dean	1	4%	4	15%	11	41%	7	26%	4	15%	27	27
Opportunities to talk with a colleague one-on-one	0	0%	1	4%	7	26%	17	63%	2	7%	27	27
Opportunities to observe a peer teaching	1	4%	2	7%	7	26%	11	41%	6	22%	27	27
Curriculum planning with a colleague(s)	1	4%	1	4%	8	31%	11	42%	5	19%	26	27
Lesson planning with a colleague(s)	1	4%	1	4%	7	27%	10	38%	7	27%	26	27
Conference or workshops	0	0%	1	4%	6	22%	19	70%	1	4%	27	27
Information about professional associations	2	8%	6	24%	8	32%	6	24%	3	12%	25	27
District-wide professional development	1	4%	5	19%	9	35%	8	31%	3	12%	26	27
Tenure review meetings	1	4%	9	35%	7	27%	8	31%	1	4%	26	27
Other	0	0%	0	0%	1	17%	1	17%	4	67%	6	27

Part-time Faculty

2. What type of professional development activities best support your learning as a faculty member at Foothill or De Anza?

Question	1 (Not Supportive)		2		3		4 (Highly Supportive)		N/A		Total Respondents	Total Individuals
	N	%	N	%	N	%	N	%	N	%	N	N
Department meetings	3	16%	5	26%	3	16%	4	21%	4	21%	19	19
Division meetings	2	12%	6	35%	2	12%	2	12%	5	29%	17	19
One-on-one meetings and/or conferences with my department chair	1	6%	2	11%	3	17%	7	39%	5	28%	18	19
One-on-one meetings with my dean	3	18%	2	12%	3	18%	6	35%	3	18%	17	19
Opportunities to talk with a colleague one-on-one	1	6%	1	6%	5	29%	8	47%	2	12%	17	19
Opportunities to observe a peer teaching	1	6%	2	11%	4	22%	3	17%	8	44%	18	19
Curriculum planning with a colleague(s)	2	11%	2	11%	4	22%	4	22%	6	33%	18	19
Lesson planning with a colleague(s)	2	11%	1	6%	5	28%	3	17%	7	39%	18	19
Conference or workshops	1	6%	2	11%	6	33%	8	44%	1	6%	18	19
Information about professional associations	1	6%	4	24%	4	24%	5	29%	3	18%	17	19
District-wide professional development	1	6%	4	24%	3	18%	2	12%	7	41%	17	19
Other	0	0%	0	0%	1	14%	2	29%	4	57%	7	19

II. Mapping Your Professional Development Experience

1b. Please specify 'Other' types of professional development, if applicable.
1 Baccalaureate progrm
2 Collaborating with colleagues to develop activities for our students: films, outings, contests...
3 Field trips to historic sites
4 Giving a presentation at a CATESOL conference.
5 I am scheduled to attend a national conference in the spring.
6 I have two other jobs, so littel time for more prof development toerh than that offered on campus thank you! Figure I practice private consulting what I teach DA job and do both better because of the other!
7 I review grant proposals for the National Science Foundation and for the Journal of Chemical Education. I also am the news letter editor for the local section of the Amercian Chemical Society and participate in their events.
8 In order to keep my CLS liscense I take 12 units of work in the field of Laboratory medicine
9 Industry related workshops and training opportunities. REF: CACT & ASM
10 Lecture Series
11 Participation in Professional Association meetings and networking-Local and Statewide.
12 Publishing

2b. Please specify 'Other' areas, if applicable.
1 As part of my tenure process, I was asked to take additional classes. I have also worked independently and regularly with one of my colleagues to plan curriculum.
2 campus events, such as MLK Speaker, WRC workshops, CCP gatherings
3 Improving student counseling services
4 Public and private systems of services - interdisciplinary policies and practices.

7b. Please specify 'Other' areas, if applicable.
1 Colleagues.
2 Friends, collegues from other schools.
3 internet, when I search for them.
4 Mary Kay
5 My other job is Reseracher at Stanford University, through this job I hear about *many* opportunities to learn more about my field of study & teaching.
6 my own interest-guided research
7 My own research and involvements outside of DA.
8 Program coordinator

9b. Please specify 'Other' activities, if applicable.
1 A lot of information and opportunities arise because the dean sends a lot of information via email. To really work and connect with colleagues, it is usually in passing office, mailroom, copyroom. Part time faculty have to be even more proactive to benefit from these activities and few have the time.
2 E-Mail and direct contact.
3 I receive all mail from the school and news from the e-mail
4 Library Services is both a department and a division.
5 not aware of anything organized for the above purpose. The prof development comes via campus acitivies. However, one on one I do learn about opps on campus
6 Since I teach a night class - at Middlefield campus - I have little direct contact with my Department.
7 The money comes from the college and district for travel and attendance, BSS has provided nothing

III. Full-time Faculty

1b. Please specify 'Other' areas, if applicable.
1 improving my personal counseling and content for my teaching
2 tenure review - and also teaching strategies, to continue to stay current and fresh with each class.

2b. Please specify 'Other' activities, if applicable.

1 I answered this section as "What types WOULD best support my learning," not "What types DO support my learning." The intent of the question was unclear.

2 Professional development activities conferences outside of the district

3 This question is confusing: Do you mean which ones do I think would be supportive if they occurred or which ones are actually happening and are supportive?

3. What suggestions do you have to improve the professional development experiences for new tenure track faculty?

1 a network of excellent, cross-discipline teachers with different pedagogies that welcome you into their classroom for observation

2 AS a first year tenure track faculty we met every couple of months which was a wonderful experience as we could see how we were becoming members of a much larger family and we were being made aare of the oppurtunities we could have in becoming more active at the college level. With the end of the first year, that has been lost. I think it would be great if there was an oppurtunity to meet at least once a year and check up with the faculty from different deparments and see how we could take our experiences and use them for the betterment of the campus.Everyone need not attend but atleast those who were interested could. Thank you.

3 As a new teacher without a strong background in teaching it would have been helpful to have had an overview of the administrative processes - green sheets, attendance records, class lists, grading policies, etc. PRIOR to the beginning of my first class, not after classes had started.

4 Bits of info throught out phases 1 and 2---initial overview at orientation contains too much information and becomes cognitive overload. Spread out the information at the appropriate times, i.e PGA or committees

5 Both new and tenured faculty need more time to interact with each other one on one or in small groups.

6 Don't forget about us te after the first year

7 Encourage faculty to "make" the time for prof development.

8 Get the word out as to what other instuctors are doing using classroom response systems, group assignments, etc and set up workshops to help us implement these things. Best thing is follow up. Pair up participants so that can talk and support each other, sit in on lectures, etc. Perhaps a reduced teaching load for one or two quarters while implementing something new.

9 give PGA / PAA credit and pay scale increases to those completing dissertations for the Ph.D. / Ed.D.

10 I appreciate the connection that Mary Kay and Marcos give, checking to ensure we are on track. They break tenure down into bite size pieces, are available for questions...and generally check on us throughout the year to ensure we feel connected to the college!

11 I believe more opportunities to observe other faculty in a non-threatening, supportive environment is an ideal way to help with professional development. I also believe that new faculty should be encouraged to work together to plan curriculum, develop assessments, and discuss pedagogy. I currently do this with at least one colleague of mine, and I have found much more success with my students. It has also been fundamental to my own learning about teaching my particular subject matter. I come from a k-12 background where this type of planning and peer observation were central to our work. I also believe that department and division meetings should dedicate more time to discussions about pedagogy and assessment since today's changing student demographic require so much change. I feel that too many of our meetings deal with administrative "business" or information that could be communicated better through a memo, email or a blog. I would much rather take that time to talk to other colleagues and discuss student work or progress.

12 I feel that activities among the cohort of faculty starting the same year should continue through the first several years. I think that at least for the class of 2002, we went our separate ways. It would have been nice to have had more opportunities to share our experiences over the first few years.

13 I had no idea that divisions could provide pda -- b/c that is not happening in BSS

14 Increased opportunities for cross-discipline collaboration/discussion on student learning issues. Opportunities to share best practices in issues such as classroom management, student-centered learning, etc. Time and compensation for observing faculty peers - e.g., PGA credit.

15 Lay out exactly what is considered appropriate/acceptable professional development and what is not.

16 More available on campus and more support to attend them. More trainings for faculty that work in student services, which is vital for student success and keeping students enrolled and doing well on campus. Teaching is of course important, but student services if overlooked too often when it comes to these surveys and when it comes to prof development.

17 More variety of activities. More selection of available times.

18 Offer workshops on teaching strategies for a variety of subjects/classes.

19 Our department does not sponsor any discipline specific activities, but they have been supportive of any activities

I have chosen to do that are sponsored by the college or professional societies. Easier access to money and more time to pursue professional development activities would help new tenure track faculty.

20 You know, it cheeses me off that in California in the year 2007 I still have to pick one option for ethnicity. Fix your form. That being said, I think that there are plenty of opportunities out there. My wife got pregnant two months into my Foothill career, so I haven't had a lot of spare time, and yet I was still able to hit the "do this in 4 years" professional development mark halfway through my third year... And I hardly did anything for this in my first year. This was done mainly outside the district. Outside of Nicky Gonzalez-Yuen's DLTP, I haven't found much in the district worth jumping up and down about.

III. Part-time Faculty

1b. Please specify 'Other' activities, if applicable.
1 Students may not be well prepared for the technical aspects of this course.

2b. Please specify 'Other' activities, if applicable.
1 DA needs to focus its professional development opportunities more on subject matter -- e.g., theory. Currently there is too much focus on making things 'easy' for students rather than on educating them well. This results in students expecting their teachers and their classes to be easy, and in students becoming disgruntled when they are expected to earn the As they want.
2 I get a lot out of talking to faculty in passing, but now that I teach at more than one school, it is difficult to attend all the events I want to.
3 I would like information on workshops for EXCEl and Word. One was offered last year. I do not know where to get this information

3. What suggestions do you have to improve the professional development experiences for new part-time faculty?
1 a wider range of professional development workshops at various times throughout the week this quarter I have been unable to attend any due to class times; more workshops on online classes, course website development; more opportunities for part-time faculty to interact at the department, division, and college level; more opportunities for part-timers to meet, interact with full-time faculty...
2 continuing to add new topics to the prof dev curriculum. seems same topics are repeated often. enjoyed one campus wide activity in 2006 DA where part and full time faculty learned together.
3 Do something.
4 Have more individualized attention. Many of us feel that full-timers are more valued.
5 have paid time set aside to attend more development meetings
6 Keep holding various workshops through the professional development office not repeating from one year to the next and offering stipends to attend. Also, encourage departments and divisions to have more retreats so that part time and full time faculty can evaluate teaching materials and strategies, while increasing time to mingle. To further encourage p-t faculty, make information and registration as easy as possible. Perhaps a part time faculty online resource would be favorable. Continue holding workshops relevant to p-t issues information on retirement, best practices, what the department/division expects and discourages.
7 More encouragement money for off-campus events, meetings, conferences.
8 More subject and one on one specific opportunities
9 See above.   Also, DA needs to treat its part time faculty with more respect. Being part time does not necessarily mean being inexperienced.
10 Since many professional conferences conflict with the teaching schedule, departments should support faculty who wish to attend these conferences by making substitute teachers more accessible.
11 The commitment to professional development seems largely in place, at least philosophically, at the department and division level. However, our dean may be constrained by barriers imposed from above. So as teachers we have taken the initiative, informally, to broaden and strengthen ourselves professionally, largely through peer-to-peer consultation, in order to keep our standards for community-based education high. Is there an instutionalized bias against off-campus part-timer teachers, and possibly even a disdain of enrichment learning at the senior adminstration level? I would hope not. The reality, of course, is that part-time teachers of off-campus enrichment classes bring in significant revenue to the District, more than many campus-based instructors of credit courses. We are ambassadors of the Foothill-DeAnza brand in the community, especially to seniors and baby boomers, whose expectations for community-based classes are increasing. We set the bar high for ourselves, and for other colleges, enabling Foothill to become a standard bearer for community-based education. Enrollment is up. My administrator and professor friends at Stanford are envious. Why? We do more than pay lip service to "diversity" --