Professional Development Plan

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Eastern International College Mission

Eastern International College (EIC) is a student-centered institution dedicated to developing its diverse student body. The College faculty and staff are focused on fostering student growth in critical thinking, decision-making, a positive self-image, and developing social skills that will prepare all students to succeed. The EIC curriculum and environment allow students to develop the knowledge and skills necessary to succeed in their professions. This outcome is accomplished in each program through classroom lectures, active learning, and hands-on experiences. Student development is further encouraged through collegiate services and activities that enrich students' personal and work lives.

The College strives to ensure that our students and graduates are:

- Ethical and skilled persons dedicated to career success and motivated to serve others and their communities.
- Independent thinkers are informed and enriched by general education and career competencies.
- Lifelong learners skilled in and adaptable to new information and technologies

The Eastern International College community will achieve these goals through dedicated teaching and scholarship, the provision of student support services that include career and personal development programs, the meaningful participation of all constituencies of the EIC community in the educational process, and treating each other with mutual respect and understanding.

EIC Development Mission

The Eastern International College (EIC) Faculty Development Program provides its members with learning opportunities focusing on academic advancement and enhancing leadership and teaching skills.

Faculty Development

The general aim of EIC's Faculty Development program is for the professional development of the faculty members. Specifically, the faculty development program has the following goals:

Goal 1: Orients new faculty members and facilitates integration into the EIC Culture and Mission

Goal 2: Provides faculty members with in-house/school seminars and workshops on content, pedagogy, and technology.

Goal 3: Gives opportunity for each faculty member to demonstrate expertise in their field through periodic seminar presentations.

Goal 4:   Assists faculty members in maintaining professional certifications and attendance in conferences and workshops.

Goal 5:   Completion of a Professional Development Plan (PDP)

Goal 1: Faculty Orientation and Integration

The orientation and integration of a new faculty into EIC's culture and Mission follow three stages, as presented below.

1. **<u>On-Board</u>**
   Faculty Development commences before a newly hired faculty starts teaching through a comprehensive orientation. This orientation includes information about EIC's mission, instructional and administrative expectations, grading system, faculty and student evaluations, and important dates in the academic calendar. All new faculty members are required to comply with the following:

   A. Attend the new faculty orientation that includes an Administrative and Instructional Expectations presentation.
   B. Complete the online *Best Teaching Practices* seminar.
   C. Effective Academic Advising (*Included in the orientation for new faculty members*)
   D. With the guidance of the Department Chair, the new faculty may participate in faculty committees based on their areas of interest.

As part of the new faculty member's ongoing formative professional development, the faculty goes through the following evaluations:

A. Class Observation
The Department Chairperson and/or Program Director observe all new faculty members after the 4th week of the semester. The purpose of the observation is for faculty improvement. Areas like content, methodology, and student engagement are observed and recorded in the EIC Class Observation Form. A post-observation conference between the observer and faculty takes place to discuss what areas are commendable or need improvement. Another class observation may be recommended by the Chair if necessary.

B. Faculty Evaluation by Students
All faculty members (new and seasoned) are evaluated by their students every semester through the Faculty Evaluation by Students Survey. The evaluation results are analyzed, and a copy of the evaluation is given to the faculty member. A post-observation conference is done between the faculty and Chair where areas of improvement and commendations are discussed. For the purpose of formative

evaluation, an action plan may be formulated by the Chair and faculty to address areas of improvement.

The new faculty member's mentor is the Department Chairperson/Dean, who he/she meets regularly through casual and formal interactions. It is recommended that the Department Chair holds biweekly conferences (and as needed) with the new faculty to address concerns or issues, especially during the first three months of employment.

2. **First Year Experience**

   This stage of the Faculty Development Program considers the faculty as "experienced" having gone through a year of being an "on-board" faculty. The faculty are expected to participate actively in faculty committees and go through all the institutional academic requirements with less supervision. The faculty also participates more actively in student academic advising during registration.

   The first-year faculty goes through the following evaluations:

   A. Class Observation

   The Department Chairperson and/or Program Director observe the first-year faculty member at least once a year or as needed. Content, methodology, and student and engagement are observed and documented in the EIC Administrator Observation of Classroom Teaching form. A conference between the observer and faculty takes place after the class observation to discuss areas of commendation and/or improvement.

   B. Faculty Evaluation by Students

   All faculty members (new and Seasoned) are evaluated by their students every semester through the Faculty Evaluation by Students form. The evaluation results are tallied, and a copy of the evaluation is given to the faculty member. When the evaluation is not satisfactory, the Department Chairperson and faculty hold a conference to identify areas that need improvement and map out a plan to address these deficiencies.

   C. **Annual Evaluation (Effective Spring 2023)**

   At the end of the school year, the first-year *full-time* faculty are evaluated by The Department Chair using the Annual Evaluation form.

   The evaluation covers the following areas: participation in department and institutional committees, documentations, professional development, and department curriculum review, among others.
   - *First evaluation will be done in Spring 2024*

3. **<u>Seasoned faculty</u>**

The "Seasoned faculty" faculty is considered seasoned and experienced. The seasoned faculty actively mentors new faculty members, actively participates in curriculum development/evaluation, and takes leadership roles in faculty committees. Seasoned faculty are also encouraged to do presentations outside EIC and conduct research if so desired.

Seasoned faculty members go through the following evaluations:

A. Class Observation

The faculty member is observed by the Department Chairperson and/or Program Director at least once a year or as needed. Content, methodology, and student involvement are observed and documented in the EIC Administrator Observation of Classroom Teaching form. A conference between the observer and faculty takes place after the class observation to discuss what areas are commendable or need improvement.

B. Faculty Evaluation by Students

All faculty members (new and seasoned) are evaluated by their students every semester through the Faculty Evaluation by Students form. The evaluation results are tallied, and a copy of the evaluation is given to the faculty member. When the evaluation is not satisfactory, the Department Chairperson and faculty hold a conference to identify areas that need improvement and map out a plan to address these deficiencies.

C. Annual Evaluation (Effective Spring 2023)

At the end of the school year, the first-year *full-time* faculty is evaluated by the Department Chair using the Annual Evaluation form.

The evaluation covers the following areas: participation in department and institutional committees, documentations, professional development, and department curriculum review, among others.

Goal 2: Provides faculty members with in-house/school seminars and workshops on content, pedagogy, and technology.

EIC provides various in-house sponsored seminars and workshops on different areas of teaching and content enhancement. Faculty members are encouraged to do presentations, and outside speakers are invited.

Some selected examples of In-Service/Seminars/Workshops for Faculty Delivered on Campus (**Archived**)

#	Seminar/In-Service/Workshop Facilitator/Speaker	Topic	Date
1	Facilitator: Ginny Doyle (Elsevier)	Elsevier Training	January 22, 2019 February 21, 2019
2	Facilitator: Helen O'Neal	HESI Training	March 12, 2019 March 29, 2019 April 2, 2019
3	Facilitator: Michael Reeves	Lippincott Training	April 29, 2019 May 1, 2019 May 22, 2019
4	Facilitator: Dr. J Wangiwang and Ms. Ashley Kende	Satisfactory Academic Progress (SAP)	April 10, 2019
5	Ginny Doyls	Evolve Presentation for BIO classes	May 2023
6	Dr. Ruhina	Updated Academic Advising and Retention	June 2023
7	Mathew Weston	Cengage Training	June 2023
8	Dr. Ruhina and Dr.Zaky	Updated DMS Student Handbook orientation	April 2023
9	Dr. Ruhina And Dr.Zaky	New Student Orientation	May 2023
10	Dr. Ruhina and Dr. Zaky	New Faculty Orientation	May 2023
11	Dr. Ruhina	Updating Bio-I and BIO-II Syllabi Rules and Procedures	June 2023
12	Dr. Ruhina	Weekly meeting with President	April 2023
13	Dr. Ruhina	Monthly Meetings with program Directors and Chair procedures	April 2023
14	Dr.Ruhina, Dr. Zaky Jennifer Gonzalez	Interview Committee: Updated new employee interview process- Informational Discussion	April 2023

15	D. Ruhina, Dr. Zaky	Institutional Committees forms and processes	June 2023
16	Dr. Ruhina and Eduardo Purisima	GE Textbook update initiative	June 2023
17	Dr. Ruhina, Dr. Shahida	Remediation Tutoring for returned MDS Student Skill Improvements	June 2023
18	Dr. Ruhina	All programs classes Observation by the department heads to update the Canvas resources and Teaching Methods	June 2023
19	Dr. Ruhina, Dr. Shahida	Ongoing updates of the Externship process and forms to better the extern program.	April through July 2023
20	Dr. Ruhina , Dr. Zaky	Canvas training with Faculty in the summer semester to improve students' resources and learning	May through August of 2023
21	Dr. Julius, Dr. Ruhina, Dr. Shahida	Hiring an extern evaluator to improve the student feedback from the externship site and site visits	June 2023
22	D. Ruhina	Attendance and grade weekly review with Registrar to improve attrition	July 2023
23	Dr. Ruhina	Review of at-risk students with register and financial aid to better retention	July 2023
24	Dr. Ruhina	Adding tutoring for chemistry and Math classes to better-passing rates.	July 2023
25	Dr. Julius, Dr.Ruhina, Dr. Zaky , and Jennifer Gonzalez	Empowering the institutional collaboration	April 2023 ongoing
26	DR. Juluius and Dr. Ruhina, Dr. Zaky	The lower number of students in GE class to a better learning environment.	June 2023 Ongoing
27	Dr. Ruhina, Kim Houng	Assessment of Math classes and updates	June 2023 Ongoing
28	DR. Ruhina, Elena Bront de Avila	Assessment English 301, 302 classes and updates	June 20323 Ongoing
29	Dr. J. Wangiwang	Gardner's Theory of Multiple Intelligences: Implications for Teaching	March 2023
30	Dr. Hany Zaky	Backward Design of Learning: Theory and Practice in the Healthcare Industry	March 2023
31	Dr. Hany Zaky	Fostering Students' Virtual Engagement	March 2024
32	Dr. Hany Zaky	In-class Empathetic Leadership and Student Success	August 2024

Goal 4: Gives opportunity for each faculty member to demonstrate expertise in their field through periodic seminar presentations.

Faculty members are encouraged to participate in the facilitating of in and out-of-campus workshops and seminar presentations.

Goal 5: Assists faculty members in maintaining professional certifications and competencies and participating in professional societies, meetings, and conferences.

To encourage faculty members to attend and/or participate in professional societies, meetings, and/or conventions, EIC offers monetary assistance to full-time faculty members through professional development assistance funding.

Goal 6: Completion of a Professional Development Plan (PDP)

The Professional Development Plan (PDP) is an essential tool used to strengthen and/or enhance one's professional practice. This PDP includes short-term goal setting, a description of the relevance of the goals to professional growth and practice, and a plan for the attainment, documentation, and assessment of goals.

Instructional and Administrative Expectations

Instructional and Administrative Expectations

Instructional and Administrative Expectations	Comment
Syllabus	
1. Faculty makes sure every student gets a copy of the syllabus during the first day of class. Each student signs on the syllabus receipt form. The syllabus receipt form is submitted to the Registrar's Office after the add/drop period.	
2. Syllabus is thoroughly explained during the first day of class	
3. Faculty member complies with the syllabus, and no change in the syllabus will be made after issuance	
Textbook	
4. Faculty utilizes the prescribed textbook and may use supplementary instructional materials.	
Email Communication	
5. Faculty includes his/her EIC email address in the syllabus and should use it to communicate with students	
6. Faculty sets a rule on email communication to include only relevant emails that have a bearing with the course.	
7. Faculty replies to emails sent by students, individually or in groups. Faculty should require that students use their EIC email address for all email communication.	

8. Faculty reads and responds (if necessary) to faculty group emails for announcements, reminders, etc.	
Compliance with the Outside Class Work/Preparation of the Course	
9. Faculty complies with the outside work/preparation component of the course (1 lecture hour = 2 hours of outside work/preparation)	
Examinations	
10. Midterm and final examinations are aligned with course learning outcomes	
11. Midterm and final exams should have a variety of question types (multiple choice, critical thinking, case study, fill-ins, etc.). Faculty may put more emphasis on test types that best prepare students for certification and licensure exams. Faculty must maintain the integrity of exams. For courses that require HESI or any software-related exam, the faculty must confer with the Department Chair for any questions and/or clarification.	
12. Graded midterm and final exams are submitted to the Registrar at the end of the semester. Research papers (if it is a requirement of the course) are submitted to the Dean for institutional assessment purposes	
13. Examinations, quizzes, etc., are graded in a timely manner. Corrected quizzes, assignments, etc., must be returned to students so they may study from them	
14. Faculty is free to construct and modify test bank questions to assess his/her students' learning best	
15. Faculty keeps examinations and papers in a secure place so they will not be lost. Any lost examination is the faculty's responsibility	
Documentations	
16. Faculty member documents quizzes, exams, etc., on the prescribed EIC roll book or Excel	
17. Completed competencies for laboratory/clinical courses are properly documented and submitted to the Chair at the end of the semester	
18. Documentations of mid-semester reports (midterm grades, academic advising) and final grades are submitted on time. Copies are submitted to the Chair.	
19. A student who misbehaves in class may be subjected to a disciplinary infraction according to EIC policy and documented accurately in the EIC Infraction Form. A copy of the completed form must be submitted to the Chair	
Professionalism	
20. Faculty is punctual and prepared for class. **Early dismissal is not allowed**	

21. Faculty respects every student's privacy. Grades must be kept confidential and should never be announced in class	
22. Faculty is respectful of fellow instructor, staff, and administration. He/she refrains from disparaging other faculty members, especially students	
23. Faculty enforces EIC classroom policies, including student uniform requirements, food/beverage policy, etc.	
Faculty Development	
24. All full-time faculty members are required to attend meetings and participate in faculty development activities	
25. Attendance in faculty development activities outside of the college is subject to the approval of a committee. The Application for Faculty Development Assistance form must be completed	
26. Adjunct faculty members are encouraged to attend faculty and department meetings.	
27. All new faculty members attend the orientation meeting	
28. New faculty members are subject to class observation by the Program Director/Chair. In some instances, the Chair may ask the dean to observe a class.	
Faculty Office and Tutoring Hours	
29. All full-time faculty members comply with EIC's policy on office and tutoring hours	
30. Faculty must be in the designated places during office and tutoring hours. Tutoring sessions must be documented in the tutoring logbook	
Student Attendance	
31. Attendance is checked every class meeting and is documented using the EIC Attendance Roster sheet	
32. Attendance roster sheets are submitted to the registrar at the end of each class session	
33. Faculty keeps a record of his/her class attendance	
Academic Advising	
34. Students are subjected to academic advising for any of the following reasons: 1. Absence/s 2. Failing quiz, test, or exam scores 3. Missed course requirements. 4. Mid-semester progress 5. Course withdrawals 6. Clinical concerns (e.g., attendance)	
35. Academic advising is documented on the EIC Academic Advising Form	
36. A copy of the completed academic advising form is submitted to the Chair for filing.	
Student Artifacts	

37. Faculty may be asked to submit copies of students' final papers (e.g., research papers) to the Dean or Chair at the end of the semester for institutional and programmatic evaluation purposes.	
Faculty Committees, Accreditations, and Student Handbook	
38. Full-time faculty members are required to serve in committees (e.g., Admission, Standards, Academic, etc.) 39. Faculty members are expected to be knowledgeable of the institutional accreditation standards, state requirements, and programmatic accreditation standards (if applicable), e.g., CODA, CAAHEP, ACEN	
40. Faculty members are expected to familiarize themselves with their respective Department's Student Handbook	
Chain of Command	
41. Faculty members must follow the chain of command. The faculty's immediate supervisor is the Department Chair. Any faculty concern/issue must be discussed with the Department Chair first.	
Classroom	
42. Switching of assigned classrooms must be approved by the Registrar	
Computer Labs	
43. Schedule of computerized exams must be submitted to the Chair within the second week of the semester. The Chair submits the schedules of exams done in the computer labs to the Registrar (cc the Dean)	
Technology Assistance/Concern	
44. The faculty informs the Chair of any technology concerns. The Chair contacts the Director of IT and e-Learning via support@eicollege.edu, or consults with the IT assistants (Marc and Yen Tang in JC)	
Final and Midterm Grades	
45. Grade sheets must be submitted on time. The Dean or Registrar informs the Chair of the midterm and final grades submission deadline, and the Chair communicates the information to the faculty members. All Grades must be entered in the official grade sheets issued by the Registrar, and only the Registrar gives out official final grades to students.	

FORMS

Eastern International College

POLICY AND PROCEDURE FOR THE PROFESSIONAL DEVELOPMENT ASSISTANCE APPLICATION FOR FACULTY

Application: A faculty member seeking to attend a professional development opportunity outside Eastern International College must complete the *Application for Professional Development Assistance Form* and submit it to the Department Chair at least a month before the activity. If the activity requires out-of-state travel, the completed form must be submitted two months (or earlier) in advance. Only complete forms will be processed. The following guidelines apply:

1. The professional development activity must be related to the faculty's field.
2. The activity supports the goal of the department.
3. Only a full-time faculty can avail of professional development assistance.
4. The cost is within the budget of the department.
5. The Department Chair recommends the faculty development activity to a committee headed by the Vice President for Academic Affairs (or Dean) for approval
6. A faculty may apply for professional development assistance twice a year, but approval is dependent on budget. To allow all full-time faculty permission to attend a faculty development activity on a rotation basis.

Reimbursement: Eastern International College may reimburse some of the required fees for most professional development activities. When restitution is sought, documentation of attendance, successful completion and proof of payment are required. Professional development funds are an annual budget line item limited to budgeted amounts.

Review and Approval of Applications: The Department Chair reviews the application and recommends it to a committee headed by the Vice President for Academic Affairs for approval.

NOTE: The Department Chair's application for faculty development assistance uses the same form. The Dean reviewed the application and forwarded to the committee for approval.

Application for Professional Development Assistance

Name _____   **Department** _____

Date of Application _____

Professional Development Activity Title

_____

Date _____

Location _____

Note: Use an additional sheet (if necessary) to respond to the questions below

Describe the professional development activity for which reimbursement is sought (Attach a brochure of the activity if available)

_____
_____
_____
_____
_____
_____

How will this activity further your professional development?

_____
_____
_____
_____
_____
_____

List all expenses for which reimbursement is requested.

_____
_____
_____
_____

FOR OFFICIAL USE ONLY

Department Chair (or Dean) _____Date: _____

Comment _____

_____

COMMITTEE DECISION

Approved _____   **Disapproved _____**

COMMITTEE MEMBER'S NAME AND SIGNATURE

_____

_____

_____

_____

_____

Eastern International College

ADMINISTRATOR OBSERVATION OF CLASSROOM TEACHING

NAME OF INSTRUCTOR: _____   PROGRAM: _____DATE: _____

COURSE: _____TOPIC: _____ SEMESTER: Fall/Spring/Summer (circle one)

Rate the instructor on each item using the following scale below. Check the appropriate number that best represents your response.

Item #	Evaluative Statement	STRONGLY AGREE 5	AGREE 4	NEUTRAL 3	DISAGREE 2	STRONGLY DISAGREE 1
1	The major objectives of the lesson were made clear.					
2	The instructor presented the subject matter in a manner which stimulated student interest.					
3	The instructor presented the subject matter at a level appropriate to the course.					
4	Students showed evidence of interest in the subject matter and illustrated knowledge of previously presented subject matter.					
5	The instructor spoke clearly and loudly enough to be understood by everyone in the class.					
6	The instructor encouraged critical thinking and analysis.					
7	The instructor encouraged student participation in class discussions or questioning.					
8	There was a positive rapport with the students in the class.					
9	The class presentation was well-planned and organized.					
10	The media utilized (if any) was pertinent to the subject matter being presented.					
11	The class time was well spent.					
12	The instructor showed evidence of mastery of subject.					
13	Follow-up class assignments were made and were made clear.					

Additional Comments:

_____
_____
_____

Faculty Member Observed (Signature)_____**Date of Observation:**_____

Observed by _____ **Length of Observation** _____

The faculty member will sign above as an indication of having read this observation. A signature does not necessarily imply agreement with the content.

Eastern International College

Faculty Evaluation by Students

Name of Instructor_____
Course Number_____   **Date** _____

Degree Program (Check one that applies to you) ____MA   ____DMS   ____CVT
                                                    ____DH   ____Nursing

Circle the appropriate number to rate your instructor on each item using the following scale.

1.) The instructor seems to have a thorough, up-to-date knowledge of the subject.
                    0----------------------1------------------2-------------------3-------------------4
                    Unsatisfactory   Poor   Satisfactory   Good   Excellent

2.) The instructor is well prepared for each class, and the classes are well planned.
                    0----------------------1------------------2-------------------3-------------------4
                    Unsatisfactory   Poor   Satisfactory   Good   Excellent

3.) The instructor begins and ends class on time.
                    0----------------------1------------------2-------------------3-------------------4
                    Unsatisfactory   Poor   Satisfactory   Good   Excellent

4.) The instructor presents the course material in a way that helps students learn, and the explanations are clear.
                    0----------------------1------------------2-------------------3-------------------4
                    Unsatisfactory   Poor   Satisfactory   Good   Excellent

5.) The instructor uses instructional technology, like PowerPoint slides, calculators, etc., in the lectures.
                    0----------------------1------------------2-------------------- 3------------------- 4
                    Unsatisfactory   Poor   Satisfactory   Good   Excellent

6.) The instructor stimulates interest in the topic and holds the attention of the class.
                    0----------------------1------------------2-------------------3-------------------4
                    Unsatisfactory   Poor   Satisfactory   Good   Excellent

7.) The instructor encourages active participation.
                    0----------------------1------------------2-------------------3-------------------4
                    Unsatisfactory   Poor   Satisfactory   Good   Excellent

8.) The instructor encourages critical thinking.
                    0----------------------1------------------2-------------------3-------------------4
                    Unsatisfactory   Poor   Satisfactory   Good   Excellent

9.) The instructor's grading standards are clear, consistent, and fair.
                    0----------------------1------------------2-------------------3-------------------4
                    Unsatisfactory   Poor   Satisfactory   Good   Excellent

10.) The instructor assigns and promptly returns homework, quizzes, and papers.
                    0----------------------1------------------2-------------------3-------------------4
                    Unsatisfactory   Poor   Satisfactory   Good   Excellent

11.) The instructor is patient and actively helpful when students have problems in the subject matter.
                    0----------------------1------------------2-------------------3-------------------4
                    Unsatisfactory   Poor   Satisfactory   Good   Excellent

12.) The instructor is easy to hear and understand.
                    0----------------------1------------------2-------------------3-------------------4
                    Unsatisfactory   Poor   Satisfactory   Good   Excellent

Instructor Evaluation by Students

Name of Instructor _____ **Course Number** _____

Comment/s

_____
_____
_____
_____
_____

Suggestion/s

_____
_____
_____
_____
_____

Eastern International College

Annual Faculty Evaluation by the Department Chair

Name of Faculty_____ Date _____
School Year _____

Rate the instructor on each item using the following scales. Encircle the appropriate number that best represents your response:

1.) The instructor participated in one or more faculty committees
1---------------------- 2 ------------------ 3 ------------------- 4
Strongly Disagree   Disagree   Agree   Strongly Agree

2.) The instructor participated in departmental curriculum development and
     review
1---------------------- 2 ------------------- 3 ------------------- 4
Strongly Disagree   Disagree   Agree   Strongly Agree

3.) The instructor has consistently documented academic advising, tutoring, and consultation sessions with students
1---------------------- 2 ------------------ 3 ------------------- 4
Strongly Disagree   Disagree   Agree   Strongly Agree

4.) The instructor cooperated in all institutional and departmental accreditation activities
1---------------------- 2 ------------------- 3 ------------------- 4
Strongly Disagree   Disagree   Agree   Strongly Agree

5.) The instructor provided evidence of continuing professional development
1---------------------- 2 -------------------- 3 ------------------- 4
Strongly Disagree   Disagree   Agree   Strongly Agree

7.) The instructor worked well with other faculty members, administrators and staff
1------------------------ 2 ------------------ 3 ------------------- 4
 Strongly Disagree   Disagree   Agree   Strongly Agree

8.) The instructor consistently took an active role in academic governance in the department
1---------------------- 2 ------------------ 3 ------------------- 4
Strongly Disagree   Disagree   Agree   Strongly Agree

9.) The instructor consistently adhered to departmental and institutional academic/non- academic policies
1---------------------- 2 ------------------- 3 ------------------- 4
Strongly Disagree   Disagree   Agree   Strongly Agree

10.) The instructor participated in all departmental and institutional faculty development activities
1----------------------- 2 ------------------- 3 ------------------- 4
Strongly Disagree   Disagree   Agree   Strongly Agree

Comments:

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I have read and was given a copy of this evaluation report. I understand that I may attach my comments using a separate sheet to this document.

Comments Attached: _____ Yes   _____ No

Faculty's Signature: _____

Date: _____

Department Chair's Signature: _____

Date: _____

EIC Professional Development Plan (PDP)

At Eastern International College, the Professional Development Plan (PDP) is an important tool to strengthen one's professional practice. This PDP includes short-term goal setting, a description of the relevance of the goals to professional growth and practice, and a plan for the attainment, documentation, and assessment of goals.

It is important to note that the purpose of the PDP is to aid EIC faculty and motivate them towards achieving their professional goals and developing their professional practice. Goals may include mastery of specific skills and achieving specific projects that support said aspirations and enhance one's professional practice. Notably, PDP goals should be specific. As an example, rather than asserting My goal is to engage in more professional development activities, assert My goal is to learn to integrate technology into my teaching practice.

General Suggestions for Writing a Professional Development Plan

1. *Know the audience*- The PDP is written for one's supervisors, colleagues, and self.

2. *Consider the context of one's goals*- It can be helpful to situate goals within the appropriate context (e.g., current trends in the field, best practices in the field, the direction the College is moving, etc.).

3. *Goals should be specific, realistic, and attainable*-For example, instead of writing *I will attend* **a** *convention*, make it specific by writing *I will attend the ESP Ultrasound Seminar for Echocardiography in Parsippany, NJ, on June 7, 2020.*

4. Put into place evaluation methods for your goals- Applicable evaluation methods include student evaluations, faculty evaluations, published work, invitations to speak in a public forum, etc.

5. Time-bound- The EIC's PDP is intended for short-term goals good for one school year (January 2023 through December 2023)

6. *Stated goals should target your professional growth and practice.*

What should NOT be included in a PDP?

- Goals that target existing job responsibilities (e.g., attending regularly scheduled faculty meetings)

- Goals that center on one's personal life (e.g., I will travel to Europe)

- Goals that are <u>too broad</u> (e.g., attend conferences, join professional organizations, publish). (*Refer to #3 in the general suggestions above*)

Evaluation of the PDP

The Department Chair will document the evaluation of the faculty's PDP using the PDP Evaluation form at the end of the school year. The evaluation's purpose is formative to enhance a faculty's professional growth and teaching practice.

Eastern
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EIC PROFESSIONAL DEVELOPMENT PLAN (PDP)
School Year --------

Name: _____

Email: _____

Position: _____

Length of Time in Current Position: _____

Date of PDP Submission: _____

Note: Please use additional sheet/s if needed.

Short Term Goal (Minimum of three goals)	Brief Description of goal (Include how attainment of this goal will strengthen your professional practice)	Plan on how to attain your goal, include a timeline (When are you going to complete your goal?) and budget if relevant	Plan for documenting and assessing attainment of goal

After completing your PDP, submit a copy to your Department Chair and Dean.

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PROFESSIONAL DEVELOPMENT PLAN (PDP) EVALUATION

To be completed by the Department Chair

The plan clearly articulated its relevance to the faculty's professional growth.	The goals were realistic, specific, and with reasonable timeline.	The PDP achieved the intended goals as reflected in concrete and tangible indicator(s)	The attainment of goals was documented (e.g., certificate of participation in a workshop)	If the goals included the acquisition of new skills for teaching (e.g., pedagogy, test formulation, etc.), there was a concrete indicator of application in the faculty's teaching practice.
Comment:	Comment:	Comment:	Comment:	Comment:

Recommendation/s for future professional development

The evaluation will be discussed with the faculty by the Department Chair at the end of the school year. The signatures below indicate that this discussion was performed.

Department Chair's/Dean's Signature   _____

Faculty Member's Signature   _____

Date _____

Comment/s by the Faculty (if any)

_____
_____
_____

Eastern International College

Annual Professional Development Plan (PDP) Self-Evaluation

Name of Faculty_____ **Date** _____
School Year _____

I.   Encircle the number that best represents your response.

        1 = Agree   2 = Disagree

1. I submitted my PDP   1   2

2. I submitted my PDP on time per deadline notice   1   2

3. I attained at least one (1) of the goals in my PDP   1   2

4. I attained at least two (2) of the goals in my PDP   1   2

5. I attained all the goals in my PDP   1   2

II.   If you have not attained all your goals, please explain briefly why.
        _____
        _____
        _____
        _____
        _____
        _____

III.   Based on the goals you attained, which goal is the most beneficial in your
        professional growth and practice? Please explain briefly.
        _____
        _____
        _____
        _____
        _____
        _____
        _____
        _____

IV.   Is attaining additional certifications part of your PDP? _____(Yes) _____ (No)

V.   Were you able attain this goal? _____(Yes) _____(No)

    If yes, please indicate your new certification/s.

_____

VI.   Have you availed of the Faculty Development Fund from EIC? ____(Yes)___ (No)

Faculty's Signature _____

Please affix your signature and submit the completed form to your Chair and a copy to the Dean. It is recommended that you keep a copy for your own file.

PROFESSIONAL DEVELOPMENT- STAFF

MISSION

The Mission of the Professional Development Program for Staff is to promote individual and organizational effectiveness by providing opportunities and support for staff to participate and/or initiate professional development activities within and outside the College

GOALS

The Mission is accomplished through these goals:

1. Provide in-house seminars/workshops and/or webinars based on staff's need for professional development or further training
2. Support staff's application for attendance in professional activities outside the College through a financial assistance system
3. Create and foster a working environment that values professional development and growth opportunities for all employees.
4. Provide staff the tools in improving their technology competence to enhance workflow and student service efficiency.

POLICY AND PROCEDURE FOR THE PROFESSIONAL DEVELOPMENT ASSISTANCE APPLICATION FOR NON-TEACHING STAFF

Application: A non-teaching staff seeking to attend a professional development opportunity outside of Eastern International College must complete the *Application for Professional Development Assistance Form* and submit it to the Department Director or Campus Director at least a month before the activity. If the activity requires out-of-state travel, the completed form must be submitted two months (or earlier) in advance. Any incomplete form will not be processed. The following guidelines apply:

1. The professional development activity must be related to the staff's field
2. The activity supports the goal of the department
3. Only a full- time staff can avail of professional development assistance
4. The cost is within the budget of the department
5. The Department Director or Campus Director recommends the staff development activity to a committee for approval
6. A staff may apply for professional development assistance twice a year but approval is dependent on budget. To give the opportunity for all full-time staff, permission to attend a faculty development activity is on a rotation basis.

Reimbursement: For most professional development activities, Eastern International College may reimburse a portion of the required fees. When reimbursement is sought, documentation of

attendance and successful completion as well as proof of payment are required. Professional development funds are an annual budget line item that are limited to budgeted amounts.

Review and Approval of Applications: The Director of Operations and Department Director review the application and recommend it to a designated committee for approval.

Eastern International College

Application for Professional Development Assistance

Name _____   **Department** _____

Date of Application _____

Professional Development Activity Title

_____

Date _____

Location _____

Note: Use an additional sheet (if necessary) to respond to the questions below

Describe the professional development activity for which reimbursement is sought (Attach a brochure of the activity if available)

_____
_____
_____
_____
_____
_____

How will this activity further your professional development?

_____
_____
_____
_____
_____
_____

List all expenses for which reimbursement is requested.

_____
_____
_____
_____

FOR OFFICIAL USE ONLY

Department Director (or Campus Director) _____Date: _____

Comment _____

_____

COMMITTEE DECISION

Approved _____   **Disapproved _____**

COMMITTEE MEMBER'S NAME AND SIGNATURE

_____

_____

_____

_____

_____