

1.3 The Professional Development Initiative

The Professional Development Initiative will **provide all faculty and staff with training opportunities and resources that enhance their abilities to improve students' critical thinking skills.**

Professional development will support and advance the enhancement efforts described in the Student Success and General Education initiatives. Throughout the implementation of this plan, faculty and staff will have access to quality resources in a variety of mediums to supplement their efforts to improve students' critical thinking skills. These resources will range from on-campus workshops, to web-based instructional materials, to self-paced short courses on critical thinking in theory and practice. Professional development efforts will address the specific needs of instructors in critical thinking-enhanced pilot courses such as ACA III: College Student Success and ENG III: Expository Writing, as well as campus-wide activities that encourage an exchange of ideas between diverse instructional and service areas on effective strategies to improve students' critical thinking skills. Taken together, these efforts will improve the way the college addresses critical thinking as a learning outcome through both focused and broad-based efforts.

Professional development efforts related to improving students' critical thinking skills have been incorporated from the beginning into this quality enhancement plan. In fact, the process of selecting a topic for quality enhancement started with asking faculty and staff to take what Elder (2005) describes as the first step in building an effective professional development program: "Identify the gap between the ideal and the real" (p.39). This is exactly what the college community did through a series of focus group sessions that led to the selection of critical thinking as a topic for enhancement. For CFCC, the ideal includes students who possess the critical thinking skills necessary for academic and professional success. Getting closer to that ideal requires improving the instructional and service strategies that positively affect students' critical thinking skills.

The professional development efforts described in this initiative will utilize the human and material resources of CFCC whenever possible, and seek the expertise of consultants and training professionals when necessary. The most cost-effective strategies for professional development will often involve "train-the-trainer" activities in which a small group of faculty or staff receive intensive training that they may then share with colleagues. This approach also contributes to the interdepartmental cooperation and communication that is essential for the success of this plan.

1.3.1 Initiative Objectives

First Objective

The first objective of the Professional Development Initiative is to **offer appropriate training to all faculty and staff involved with critical thinking-enhanced pilot courses.** As this enhancement effort begins by focusing on two pilot courses, ACA III and ENG III, a professional development priority is providing the instructors of these courses with the appropriate training.

Second Objective

The second objective of this plan is to **use professional development activities to encourage interdisciplinary collaboration and refine the facilitation and assessment of critical thinking across the curriculum.** This objective involves the development of interdisciplinary College Learning Communities (CLCs) to share professional development opportunities and collaborate on instructional enhancements.

Third Objective

The third objective of this initiative is to **develop and maintain critical thinking resources for faculty and staff**. These will include physical and web-based resources such as books, scholarly journal articles, archived lesson ideas, and sample student artifacts. Physical resources will be centrally located on all CFCC campuses and web-based resources will be accessible to all faculty and staff. Both collections of resources will be updated each semester.

Fourth Objective

The fourth objective of this initiative is **plan and conduct campus wide activities each semester that reinforce the college's commitment to enhancing students' critical thinking skills**. These activities will address specific topics on improving students' critical thinking skills and provide faculty and staff with opportunities for sharing ideas.

Fifth Objective

The fifth objective of this initiative is to **collaborate with business and industry, public schools, universities, and other community colleges to enhance and assess students' critical thinking skills**. This objective recognizes the importance of bringing faculty and staff together with representatives from these areas to discuss students' critical thinking skills. Such an exchange of information will assist faculty and staff in understanding how learners have been and will be applying critical thinking skills in their academic and professional work.

This initiative will address the specific needs of instructors as they begin enhancing their strategies to improve students' critical thinking skills. It will also provide regular opportunities for all faculty and staff to examine how critical thinking applies to their daily activities and the effect of these activities on student learning. Professional development opportunities will be made available for both full and part-time employees; adjunct instructors in all critical thinking enhanced pilot courses will be provided appropriate training.

The essential components of this initiative include: 1) campus-wide critical thinking forums and workshops; 2) online, self-paced courses for faculty and staff that provide both theoretical grounding and practical directions for enhancing students' critical thinking skills in a service or instructional area; 3) physical and virtual critical thinking resource centers for faculty and staff; and 4) a faculty handbook of materials on instructional strategies that enhance students' critical thinking skills. These components are partly a response to the results of a faculty and staff survey conducted in February 2006 to assess professional development needs as they relate to improving students' critical thinking skills. This survey received 124 responses from diverse instructional and service areas such as Basic Skills, Cosmetology, Admissions, Allied Health, Mathematics, and Business Services. Questions included "**What topics for professional development would interest you?**"; "**How would you prefer professional development on such topics be delivered?**"; and "**How should we make critical thinking resources available to faculty and staff?**". Respondents were also asked to suggest individuals and organizations that could provide on or off-site training. Respondents could also offer to lead on-campus workshops on topics relating to critical thinking.

The survey results confirmed faculty and staff interest in critical thinking and indicated what professional development approaches would be most effective at CFCC. A "**short course on critical thinking**" was the most popular topic choice, closely followed by "**student motivation strategies**," "**developing critical thinking assessment tools**," and "**active learning strategies**." Modes of delivering professional development to faculty and staff were also ranked by respondents, with "**On-campus workshops and symposiums**" being most popular,

followed by **“In-Service Activities, “Online tutorials and self-paced courses,”** and **“A critical thinking resource center.”** Individuals recommended by respondents to provide training to faculty and staff included critical thinking luminaries like Richard Paul, Linda Elder, and John Chaffee, as well as colleagues from other North Carolina community colleges that have undertaken initiatives to improve critical thinking, particularly Surry Community College and Durham Technical Community College. Several individuals from CFCC were also recommended or offered to lead on-campus workshops. These suggestions, along with the specific training needs of ENG 111 and ACA 111 faculty, will provide the initial direction for professional development activities.

Two essential components of the Professional Development Initiative are **College Learning Communities (CLCs)** and **Self-paced Online Courses (SPOCs)**. These components are focused approaches to delivering the professional development resources instructors and support staff need in order to enhance their facilitation of students’ critical thinking skills. Learning communities are defined by Cox (1999) as “a cross-disciplinary group of ten or so teachers who engage in an extended (typically yearlong) planned program to enhance teaching and learning and which incorporates frequent activities to facilitate learning development, and community building” (p.40). Learning communities have been developed at several institutions as a means of enhancing a particular instructional cohort or addressing a specific academic topic (Cox, 1999, p.41). A faculty and support staff learning community will typically pursue a shared regimen of training and resource development, apply these to instruction, and share findings with the broader college community. Learning communities also regularly update their membership (“pass the torch”) so that new groups of instructors can build upon the accomplishments of the previous groups (Cox, 1999, p.43). These features describe the learning community model to be developed through this initiative.

The professional development of the CLCs will be focused on Self-paced Online Courses (SPOCs) that address general and specific topics on facilitating and assessing students’ critical thinking skills. These SPOCs will be developed in-house by the QEP Team, the Professional Development Committee, and selected faculty based on SPOC models from organizations such as the North Carolina Network for Excellence in Teaching and the Texas Collaborative for Teaching Excellence. Specific examples of possible SPOCs to be developed include:

- ✓ An Introduction to Facilitating and Assessing Critical Thinking Skills
- ✓ Advanced Strategies for Facilitating and Assessing Critical Thinking Skills
- ✓ Using Class Discussion and Socratic Seminars to Encourage Critical Thinking
- ✓ Facilitating and Assessing Critical Thinking through Distance Learning
- ✓ Facilitating and Assessing Critical Thinking through Service Learning
- ✓ Using Technology to Facilitate and Assess Critical Thinking

As members of a CLC work their way through each SPOC, they will have regular opportunities for peer-consultation and idea sharing. These CLCs will also apply their learning to the assessment of student artifacts from general education courses (using the Institutional Portfolio method and CFCC’s critical thinking rubric) and share their findings with the college community. A measurable outcome for CLCs will be the development of Instructional Design Enhancement Actions (IDEAs) representing the instructional strategies and innovations that result from professional development efforts.

1.3.2 Rationale and Strategies for Professional Development Initiative

Objectives	Rationale	Strategies
1. Offer appropriate training to all faculty and staff involved with critical thinking-enhanced pilot courses	As ENG 111 and ACA 111 will serve as the pilot courses for this plan, the faculty teaching these courses and appropriate support staff (LRC, Learning Lab, and Student Development) must receive the most intensive initial training	<ol style="list-style-type: none"> 1. A core group of ENG 111 faculty will pursue training in Paideia/Socratic instructional strategies; this core group will then facilitate additional on and off campus training for all full and part time ENG 111 faculty as well as Learning Lab support staff 2. A core group of ACA 111 instructors will pursue training in emphasizing critical thinking for Student Success, apply this training in ACA 111 instruction, and recommend subsequent training resources for new ACA 111 instructors and support staff (LRC, Learning Lab, Student Development)
2. Use professional development activities to encourage interdisciplinary collaboration and refine the facilitation and assessment of critical thinking across the curriculum	Bringing together faculty and staff from across the curriculum will enhance students' critical thinking skills by encouraging the sharing of best practices, instructional innovations, assessment tools, and related resources; such collaboration will also encourage the transference and reinforcement of students' critical thinking skills from one to learning context to the next	<ol style="list-style-type: none"> 1. A series of self-paced online courses (SPOCs) on general and specific topics relating to critical thinking will be developed and made available for all faculty and support staff; participation in these courses will be rewarded in performance evaluations 2. College Learning Communities (CLCs) will progress through SPOCs, share information, participate in assessment activities, and produce collections of instructional design enhancements actions (IDEAs); participation in these courses will be rewarded in performance evaluations 3. Face-to-face workshops will be developed to supplement the online short courses 4. Compile a faculty binder of best practices based on data from professional development, implementation, and assessment data; provide binder to all faculty
3. Develop and maintain critical thinking resources for faculty and staff	A shared resource center for faculty and staff will encourage utilization through easy accessibility while also encouraging the sharing of lesson ideas and strategies across the curriculum	<ol style="list-style-type: none"> 1. Establish a physical resource center on each campus to house books, journals, articles, lesson ideas, and handouts relating to improving students' critical thinking skills across the curriculum 2. Establish an online collection of critical thinking resources for faculty, staff, and students that includes articles, lesson ideas, discussion boards, web links, and tips for students 3. Establish an efficient delivery system for SPOCs relating to critical thinking

Objectives	Rationale	Strategies
4. Plan and conduct campus wide activities each semester that reinforce the college's commitment to enhancing students' critical thinking skills	Campus wide activities will give faculty, staff, and students the opportunity to share ideas and learn together as critical thinking becomes the college's instructional priority	<ol style="list-style-type: none"> 1. Each semester the college will sponsor a campus wide activity, including guest speakers, workshop consultants, faculty forums, and student/faculty debate exhibitions 2. Faculty, staff, and students will be informed about the QEP implementation and related events through newsletters, email, and the QEP website
5. Collaborate with business and industry, public schools, universities, and other community colleges to enhance and assess students' critical thinking skills	In order to improve students' critical thinking skills in a significant and lasting way, the college must consider where its students are coming from (public schools, other community colleges) and where they are going (business and industry, universities)	<ol style="list-style-type: none"> 1. Invite representatives from business and industry, public schools, universities, and other community colleges to campus forum and workshops 2. Seek input from advisory committees and senior institutions 3. Strengthen communication and collaboration with local schools and universities

1.3.3 Outcomes and Assessments for Professional Development Initiative

Outcomes	Assessments
<ul style="list-style-type: none"> ✓ Faculty teaching ACA III and ENG III will develop instructional strategies that facilitate students' critical thinking skills ✓ College Learning Communities (CLCs) will be formed ✓ A series of Self-paced Online Courses (SPOCs) on general and specific critical thinking topics will be developed for faculty and staff ✓ Highly visible and easily-accessible critical thinking resources will be developed for each campus and online 	<ul style="list-style-type: none"> ✓ Instructional Design Enhancement Actions (IDEAs) for ENG III faculty, ACA faculty, and College Learning Communities (CLCs) ✓ Revised course outlines and first day handouts ✓ Enrollment in and completion of self-paced online short courses (SPOCs) ✓ Pre and post faculty, staff, and student surveys for short courses, workshops, and forums ✓ Usage of critical thinking resources (physical and online)
Measures of Success	
<ol style="list-style-type: none"> 1) By 2008, 70% of full-time faculty will have completed at least one self-paced course on critical thinking instruction. 2) By 2009, every instructional area will have identified critical thinking student learning outcomes at the course and program level. 	

1.3.4 Implementation Calendar for Professional Development Initiative

Phase One: “Train-the-Trainers” (Fall 2006—Fall 2007)

Start/Finish	Action	Results	Responsibilities
August 2006/ January 2007	✓ Conduct In-service workshops to familiarize faculty and staff with the QEP initiatives, CFCC’s critical thinking definition and learning outcomes	✓ Increased awareness among faculty and staff of the impact of the QEP, CFCC’s critical thinking definition, and critical thinking learning outcomes	QEP Director; QEP Committee; Professional Development Committee
August 2006/ January 2007	✓ Develop first self-paced online course (SPOC) on the basics of facilitating and assessing students’ critical thinking skills	✓ A cost-effective, reusable resource that introduces faculty and staff to the basic principles of facilitating and assessing students’ critical thinking	QEP Committee; Professional Development Committee
August 2006/ Ongoing	✓ Establish critical thinking resource centers at Downtown and North campuses; continue development of online resources (QEP website)	✓ Centralized resources such as scholarly journals, books, and lesson samples will be available to all faculty in addition to accessible and interactive online resources	QEP Director; QEP Committee; Professional Development Committee; LRC staff
August 2006/ Ongoing	✓ Create a critical thinking resource binder for all faculty and selected support staff	✓ All faculty will have a regularly updated binder of critical resources such as QEP excerpts, rubrics, sample lessons, and examples of student work	QEP Director; QEP Committee; Professional Development Committee
January 2007/ Ongoing	✓ CFCC will arrange campus-wide workshops with consults from organizations such as <i>The National Center for Teaching Thinking</i> and <i>The Critical Thinking Community</i> (minimum one workshop per semester)	✓ Faculty and staff will have opportunities to receive training to enhance students’ critical thinking skills from the most highly qualified professionals	QEP Director; QEP Committee; Professional Development Committee
January 2007/ May 2007	✓ First College Learning Community (CLC) will complete first SPOC	✓ A core group of faculty from diverse instructional areas will enhance their strategies for facilitating and assessing students’ critical thinking skills	QEP Committee; first CLC; Professional Development Committee

Start/Finish	Action	Results	Responsibilities
January 2007/ May 2007	✓ On-site training on the Institutional Portfolio (IP) assessment model will be provided by experienced personnel from other IP schools (Surry CC)	✓ The first assessment team (first CLC) will learn the logistics, challenges, and opportunities of assessing students' critical thinking skills using the IP model	QEP Committee; first CLC; Professional Development Committee; Institutional Effectiveness personnel
March 2007/ March 2007	✓ ENG III pilot instructors will attend <i>Annual National Paideia Conference</i> (Chapel Hill, NC)	✓ ENG III pilot instructors will be trained to facilitate Paideia strategies in the classroom that improve students' critical thinking skills	ENG III pilot instructors; Professional Development Committee
Spring 2007/ Summer 2007	✓ ACA III instructors will receive training from organizations such as the <i>National Resource Center for The First-Year Experience and Students in Transition</i> (U of SC) and <i>The Summer Institute on First-Year Assessment</i>	✓ ACA III faculty will develop strategies to facilitate and assess students' critical thinking skills in a Student Success course	ACA III instructors; Professional Development Committee
Ongoing	✓ Faculty and staff will have opportunities to lead workshops on topics relating to critical thinking as a learning outcome	✓ The college will utilize its existing talent and diversity to encourage a broad-based sharing of ideas	QEP Committee; Professional Development Committee

Phase Two: "Sharing the Wealth" (Fall 2007—Fall 2008)

Start/Finish	Action	Results	Responsibilities
August 2007/ December 2007	✓ First CLC will lead In-service workshops and discuss results from summer assessments of general ed artifacts	✓ Faculty and staff will increase understanding of SPOC, the general ed assessment process, and assessment results	First CLC; QEP Committee
August 2007/ December 2007	✓ On-site training in Paideia and Student Success instructional strategies will be conducted by professional consultants	✓ All ENG and ACA instructors and appropriate support staff will receive training from highly qualified professionals	QEP Committee; Professional Development Committee
August 2007/ December 2007	✓ ENG III and ACA III instructors will present workshops based on the training they received the previous spring and summer to supplement on-site training	✓ Selected faculty (ENG; ACA) and staff (Student Development; LRC; Learning Lab) will benefit from the off-site training experiences of their colleagues	ENG III pilot instructors; ACA III instructors; QEP Committee

Start/Finish	Action	Results	Responsibilities
August 2007/ December 2007	✓ Develop a SPOC emphasizing more advanced strategies for enhancing students' critical thinking skills	✓ A cost-effective, reusable resource that helps faculty and staff develop advanced strategies for facilitating and assessing students' critical thinking	QEP Committee; Professional Development Committee
August 2007/ December 2007	✓ Additional CLCs will be formed and begin working through first SPOC	✓ Faculty from diverse instructional areas will enhance their strategies for facilitating and assessing students' critical thinking skills	CLCs; QEP Committee; Professional Development Committee
January 2008/ Ongoing	✓ CLCs will complete SPOC emphasizing more advanced strategies for enhancing students' critical thinking skills	✓ Faculty from diverse instructional areas will develop advanced strategies for facilitating and assessing students' critical thinking skills	QEP Committee; Professional Development Committee
Ongoing	✓ CFCC will arrange campus-wide workshops with consults from organizations such as <i>The National Center for Teaching Thinking</i> and <i>The Critical Thinking Community</i> (minimum one workshop per semester)	✓ Faculty and staff will have opportunities to receive training to enhance students' critical thinking skills from the most highly qualified professionals	QEP Director; QEP Committee; Professional Development Committee
Ongoing	✓ Supplement critical thinking resource centers at Downtown and North campuses; continue developing online critical thinking resources	✓ Centralized resources such as scholarly journals, books, and lesson samples will be available to all faculty in addition to accessible and interactive online resources	QEP Director; QEP Committee; Professional Development Committee; LRC staff
Ongoing	✓ Supplement critical thinking resource binder for all faculty and selected support staff with updated implementation, assessment, and best practices information	✓ Faculty and selected support staff will stay up to date on the information and research gained through the first phase of QEP implementation	QEP Director; QEP Committee; Professional Development Committee
Ongoing	✓ Faculty and staff will have opportunities to lead workshops on topics relating to critical thinking as a learning outcome	✓ The college will utilize its existing talent and diversity to encourage a broad-based sharing of ideas	QEP Committee; Professional Development Committee

Phase Three: “Bringing it All Together” (Fall 2008—Fall 2012)

Start/Finish	Action	Results	Responsibilities
August 2008/ December 2008	✓ Summer assessment CLC will lead In-service workshops and discuss results from assessment of general ed artifacts	✓ Faculty and staff will use assessment results to improve instructional and service strategies	Summer Assessment CLC; QEP Committee
August 2008/ Ongoing	✓ Continue developing more advanced and subject specific SPOCs on facilitating, assessing, and supporting the development of students’ critical thinking skills	✓ Cost-effective, reusable resources that help faculty and staff develop diverse strategies for facilitating and assessing students’ critical thinking skills	QEP Committee; Professional Development Committee
August 2008/ Ongoing	✓ CLCs will continue working through more advanced and subject-specific SPOCs on facilitating, assessing, and supporting the development of students’ critical thinking skills	✓ Faculty from diverse instructional and service areas will continue developing advanced strategies for facilitating and assessing students’ critical thinking skills	QEP Committee; Professional Development Committee
August 2009/ December 2009	✓ Summer assessment CLC will lead In-service workshops and discuss results from assessment of general ed artifacts	✓ Faculty and staff will use assessment results to improve instructional and service strategies	Summer Assessment CLC; QEP Committee
August 2010/ December 2010	✓ Summer assessment CLC will lead In-service workshops and discuss results from assessment of general ed artifacts	✓ Faculty and staff will use assessment results to improve instructional and service strategies	Summer Assessment CLC; QEP Committee
August 2011/ December 2011	✓ Summer assessment CLC will lead In-service workshops and discuss results from assessment of general ed artifacts	✓ Faculty and staff will use assessment results to improve instructional and service strategies	Summer Assessment CLC; QEP Committee
Ongoing	✓ CFCC will arrange campus-wide workshops with consults from organizations such as <i>The National Center for Teaching Thinking</i> and <i>The Critical Thinking Community</i> (minimum one workshop per semester)	✓ Faculty and staff will have opportunities to receive training to enhance students’ critical thinking skills from the most highly qualified professionals	QEP Director; QEP Committee; Professional Development Committee
Ongoing	✓ Supplement critical thinking resource centers at Downtown and North campuses; continue developing online critical thinking resources	✓ Centralized resources such as scholarly journals, books, and lesson samples will be available to all faculty in addition to accessible and interactive online resources	QEP Director; QEP Committee; Professional Development Committee; LRC staff

Start/Finish	Action	Results	Responsibilities
Ongoing	✓ Supplement critical thinking resource binder for all faculty and selected support staff with updated implementation, assessment, and best practices information	✓ Faculty and selected support staff will stay up to date on the information and research gained through the first phase of QEP implementation	QEP Director; QEP Committee; Professional Development Committee
Ongoing	✓ Faculty and staff will have opportunities to lead workshops on topics relating to critical thinking as a learning outcome	✓ The college will utilize its existing talent and diversity to encourage a broad-based sharing of ideas	QEP Committee; Professional Development Committee
Summer 2012/ Fall 2012	✓ QEP Committee and Professional Development Committee will prepare an impact report on the Professional Development Initiative and share results with college community	✓ The college community will understand the impact of the Professional Development Initiative on instruction, service, and student learning and establish additional professional development goals	QEP Committee; Professional Development Committee

1.3.5 Professional Development Initiative Resources by Year (Activities & Materials)

Estimates for the initial phases of the Professional Development Initiative reflect specific onsite and offsite activities. Estimates for subsequent implementation phases represent projected commitments of resources toward onsite and offsite activities to be determined upon analysis of assessment results and faculty and support staff feedback.

Academic/Fiscal Year 2006-2007

Professional Development Activities	Host colleagues from Surry CC to advise on critical thinking assessment and enhancement strategies (Fall 2006)	1000
	Two-day workshop with consultants from the Center for Critical Thinking or the Collaboration for the Advancement of College Teaching and Learning (Spring 2007)	7000
	Two CLC members to attend the National Center for Teaching Thinking February Critical Thinking Conference (Spring 2007)	4000
	Two CLC members to attend the Teaching Professor Conference (Spring 2007)	3400
	Four ENG III faculty to attend National Paideia Conference (Spring 2007)	3200
Total:	18600	
Materials	Binder (3-ring) of critical thinking resources including lesson ideas, scholarly articles, publications, and assessment instruments for first CLC participants (30 x \$20 per binder) (Spring 2007)	600
	Memory stick (256 MB) for first CLC participants (30x \$30) (Spring 2007)	900
	Scholarly books on integrating critical thinking into the vocational and academic curriculum (including 10 complete sets of the "Thinker's Guide Library" from the Center for Critical Thinking) (Fall 2006/ Spring 2007)	1500
	Total:	3000
2006—2007 Total		\$21,600

Academic/Fiscal Year 2007-2008

Professional	Two CLC/QEP members to attend International Conference on Critical Thinking (Summer 2007)	4000
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Development Activities	Three ACA instructors to attend college success workshop/conference (Summer 2007)	4500
	Two-day workshop with consultants from On Course college success program (Fall 2007)	7000
	One-day workshop for ENG III faculty conducted by National Paideia Center (Fall 2007)	3000
	Two-day workshop with consultants from the Center for Critical Thinking or the Collaboration for the Advancement of College Teaching and Learning (Fall 2007)	7000
	Two CLC members to attend the National Center for Teaching Thinking February Critical Thinking Conference (Spring 2008)	4000
	Four ENG III faculty to attend National Paideia Conference (Spring 2008)	3200
	Two CLC members to attend the Teaching Professor Conference (Spring 2008)	3400
Total:	36100	
Materials	Binder (3-ring) of critical thinking resources including lesson ideas, scholarly articles, publications, and assessment instruments for second CLC participants (30 x \$20 per binder) (Fall 2007)	600
	Memory stick (256 MB) for second CLC participants (30 x \$30) (Fall 2007)	900
	Additional scholarly books on integrating critical thinking into the vocational and academic curriculum (Fall 2007/ Spring 2008)	1000
	Total:	2500
2007—2008 Total		\$38,600

Academic/Fiscal Year 2008-2009

Professional Development Activities	On-site and off-site professional development activities (to be determined)	22000
	Total:	22000
Materials	Binder (3-ring) of critical thinking resources including lesson ideas, scholarly articles, publications, and assessment instruments for third CLC participants (30 x \$20 per binder) (Fall 2008)	600
	Memory stick (256 MB) for each third four CLC participants (30 x \$30) (Fall 2008)	900
	Additional scholarly books on integrating critical thinking into the vocational and academic curriculum (Fall 2008/ Spring 2009)	500
	Total:	2000
2008—2009 Total		\$24,000

Academic/Fiscal Year 2009-2010

Professional Development Activities	On-site and off-site professional development activities (to be determined)	28000
	Total:	28000
Materials	Binder (3-ring) of critical thinking resources including lesson ideas, scholarly articles, publications, and assessment instruments for fourth CLC participants (30 x \$20 per binder) (Fall 2009)	600
	Memory stick (256 MB) for fourth CLC participants (30 x \$30) (Fall 2009)	900
	Additional scholarly books on integrating critical thinking into the vocational and academic curriculum (Fall 2009/ Spring 2010)	500
	Total:	2000
2009—2010 Total		\$30,000

Academic/Fiscal Year 2010-2011

Professional Development	On-site and off-site professional development activities (to be determined)	14250
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Activities	Total:	14250
Materials	Additional scholarly books on integrating critical thinking into the vocational and academic curriculum (Fall 2010/ Spring 2011)	500
	Total:	500
2010—2011 Total		\$14,750

Total Estimated Expenditures for Professional Development Initiative

Professional Development Activities	118,950
Materials	10,000
Total	\$128,950

1.3.6 Summary

Although this initiative supports the implementation of both the Student Success and General Education initiatives, its broader purpose is to move CFCC toward a critical thinking emphasis in all areas. The professional development actions described above will serve to refine and reinforce the college's definition of critical thinking and its related learning outcomes, and assessment of student learning in critical thinking enhanced courses will be used to identify best practices. This will result in a highly developed conception of critical thinking as an educational objective among faculty and staff. This shared conception will help reinforce students' critical thinking skills across the curriculum.