

Professional Development Council Planning Retreat 2016



MEETING AGENDA & MINUTES

Thursday, June 16, 2016

11 am – 3 pm

Bldg. 6, Rm. 144

Objectives:

- Determine strategies for communication and implementation of the Professional Development Plan
- Clarify the degree of integration between the Professional Learning Team Project and the ongoing work of PDC
- Establish 2016-17 areas of focus for the ongoing work of PDC

Attendees:

✓ Rosa Asencio	✓ Lianne Greenlee	John Lewallen	Beta Meyer	✓ Liesel Reinhart
✓ Mary Ann Gomez-Angel	✓ Grace Hanson	Dan McGeough	✓ Jane Nazzal	✓ Maria Cardenas (minutes)
Guests: ✓ Julie Laverly	✓ LeAnn Garrett			

Topic	Discussion	Next Steps/Person (Group) Responsible
1. Welcome & Opening		
2. Professional Learning "TLC" Workgroup Presentation & Discussion	<p>Campus Equity Plan and available resources. Funding started in Spring 2016, TLC group started meeting:</p> <ul style="list-style-type: none"> - Review of scholarly research - Site and website visits - Information gathering on campus - Creation of rough proposal - Dialogue with stakeholders - Planning will continue <p>Questions for TLC:</p> <p>Will Classified professional development be included in the TLC plans and will TLC become part of POD? Yes, this will fall under the POD umbrella. How to motivate participation; Make them rigorous, if we can track success with student outcomes and results. Structure will include; part-time staff, Classified</p>	<p>TLC will meet again in the summer, will develop proposed workshops and present to PDC. Will set a date to build the architecture of what it needs to be. Revise presentation with a more intrusive plan. Workload to be clearly defined. Understand where the 3 LHE's fit in the structure.</p> <p>Liesel Reinhart, Jane Nazzal, LeAnn Garrett, Julie Laverly, Sun Ezzel, Barbara Gonzales, and Diane Rowley.</p>

	professional development coordinator, PDC will be final approvers for any classified institute workshops, or designate a committee member from each group to approve specific workshops. Equity programs will need to start rolling out in fall; improve student achievement.	
3. Membership Review for 2016-17	Changes were made, POD manager was changed to Lianne Greenlee. C&T requests will be approved by categories going forward. Amounts recommended for C&T; Classified \$42,000, Faculty \$24,000, and Management \$10,000.	In the fall, will add an agenda item for PDC to decide on adding a student to PDC.
4. Accreditation Self Evaluation Draft Review	Liesel will submit report to Lianne to include on the ACCJC self-evaluation draft for the TLC group. Include great Staff retreat, Classified Professional Development Day. Site conference and travel use. Academic Task force is underway to strengthen New Faculty Seminar.	
5. Conference and Travel 2016-17	Conference and travel budget status quo is the same as last year. Changes will be made on criteria and evaluation forms.	Revision of C&T forms, to start use of newly revised forms beginning 2016-17 going forward.
6. Professional Development Resources and Partnerships		

Professional Development Council Meeting Schedule (2016-17)

Chair: Lianne Greenlee
Chair: Liesel Reinhart
Member: Rosa Asencio
Member: Mary Ann Gomez-Angel
Member: Grace Hanson

Member: John Lewallen
Member: Dan McGeough
Member: Jane Nazzal
Member: (CSEA 651 Vacancy)
Scribe: Maria Cardenas

Meetings are held the First Thursday of the Month, September thru June, excluding January.

Date	Time	Location
September 1, 2016	1:30 – 3:15 pm	POD Innovation Room (6-144)
October 6, 2016	1:30 – 3:15 pm	POD Innovation Room (6-144)
November 3, 2016	1:30 – 3:15 pm	POD Innovation Room (6-144)
December 1, 2016	1:30 – 3:15 pm	POD Innovation Room (6-144)
February 2, 2017	1:30 – 3:15 pm	POD Innovation Room (6-144)
March 2, 2017	1:30 – 3:15 pm	POD Innovation Room (6-144)
April 6, 2017	1:30 – 3:15 pm	POD Innovation Room (6-144)
May 4, 2017	1:30 – 3:15 pm	POD Innovation Room (6-144)
June 1, 2017	1:30 – 3:15 pm	POD Innovation Room (6-144)

Edited 06.02.16 (BDial)



Mt. San Antonio College

Professional Development Plan 2016-2018



Approved by the Professional Development Council on June 2, 2016

Presented to President's Advisory Council on June 8, 2016

Introduction

As part of the Mt. SAC Strategic Plan, College Goal # 10 states, “The College will encourage and support participation in professional development to strengthen programs and services.” A sound, comprehensive, sustainable, and well-executed professional development plan addresses the needs of faculty, classified staff, and managers and assists the college in continuing its tradition of institutional excellence. This plan reflects an emphasis on college-wide professional development to complement constituent and department-specific professional development.

In order to continuously improve as an organization, all employees will be encouraged and given opportunities to increase their skills. The goals of professional development include:

- Developing skills that benefit students’ overall educational experience and support student success
- Fostering a cohesive, effective, and proactive institution
- Promoting qualities such as leadership, collegiality, and respect for and appreciation of individual differences
- Supporting employee performance through enhancement of job skills, obtaining job-related knowledge and information, and/or preparation for higher-level positions

Professional Development Themes

1.0 Organizational Development

Organizational development supports the increase of organizational effectiveness and facilitates personal and organizational change. Activities address the needs of each individual at every level of the organization and how his/her position relates to the college.

1.1 Customer Service

Areas of Emphasis	Alignment with Campus Plans	Sample Activities
Effective Communication	SPG 14	The Great Staff Retreat, 5-Star Customer Service, On Course Front Line
Team building	SPG 14	The Great Staff Retreat, Student Services Professional Development Day
Empowering Others	SPG 9	The Great Staff Retreat
Better Understanding Other roles/campus services	SPG14	New Employee Welcome, The Great Staff Retreat, Academic/Student Services Master Planning Summit
Cultural Competence	SPG 9, 10	Creating a Culture of Respect, LGBTQ Training, Student Services Professional Development Day

1.2 Technology Skills

Areas of Emphasis	Alignment with Campus Plans	Sample Activities
Online Certification	SPG 8	OmniUpdate
Banner	SPG 8	Banner Requisition Training, Banner Navigation
Software Packages	SPG 8	Microsoft, Adobe, Degreeworks (MAP), Smartsheet, CCC Confer, Lynda.com, Web CMS & Course Review
Employee Portal	SPG 8	Human Resources New Employee Orientation
Databases/ reports	SPG 8, SSSP IIb, IV	ARGOS, Unit PIE Training, TracDat 5 for New Users, OmniUpdate, SARS
Survey tools	SPG 8	Qualtrics

1.3 State and Federal Training Requirements

Areas of Emphasis	Alignment with Campus Plans	Sample Activities
Health and Safety	SPG 11	Hearing Loss Prevention, Heat Illness Prevention, Workplace Ergonomics
Hiring	SPG 9	EEO Training, Recruiting a diverse applicant pool
Mandates	SPG 9	Cleary Act, DVD Captioning, VAWA, Child Abuse Neglect Report Act (CANRA), Title IX, Liebert, Cassidy, Whitmore
Privacy	SPG 9	FERPA, HIPAA
Emergency Preparedness	SPG 11	Emergency Preparedness Week, First Aide Basics, Surviving an Active Shooter, SIMS, NIMS, Disaster Service Worker (DSW) Training, Emergency Operations Center (EOC) Training
Universal Design/ADA	SPG 9	Universal Design and Student Equity Online training: Accommodating Students with Disabilities in the Classroom Presentations (FLEX and other) Creating Accessible Handouts – M. Dawood

1.4 Student Support

Areas of Emphasis	Alignment with Campus Plans	Sample Activities
Services	SPG 6, SSG III.4, IV EG (Activity) A-2	SSSP Implementation, Addressing Common Mental Health Concerns, Career Counseling Workshops, Financial Aid Cash for College Employee Training on FASFA
Areas of Emphasis	Alignment with Campus Plans	Sample Activities

Resources	SPG 8	Internal college resources and programs (DSPS, Career & Transfer, Noncredit courses, Library)
Cultural Competency	SPG 9, 14	Language Power and Privilege: Talking About Culture, International Students, Veterans, ANNAPISI, Understanding Autism, Project Access
Communication	SPG 14	Listening Reflecting and Intervening with Students: Addressing the Affective Domain, Nonviolent Communication
Assessment	SPG 5	Common Assessment Initiative, Local Assessments

2.0 Employee Development

Employee development sustains motivation, energy, and productivity over the course of one's career. Activities develop imaginative, compassionate human beings capable of strengthening the college and serving as educational leaders.

2.1 Employee Engagement

Areas of Emphasis	Alignment with Campus Plans	Sample Activities
Wellness		Employee Health Fair, Heart Health, Fitting Exercise into Your Everyday Life, Your Blood Pressure Action Plan, Meditation, Mindfulness
Mt. SAC Culture/Climate	SPG 9	Got Ethics? What All Adjuncts Should Know, New Faculty Seminar, New Employee Welcome
Community Outreach	SPG 13	Cash for College (Presenter Training)
Internal Relationship Building	SPG 14	New Employee Welcome, New Faculty Seminar, Division Retreats, Department Training
Work Life Balance		Anxiety Management, Building Stress Resilience with Relaxation Techniques, Anxiety Management, Preventing Job Burnout, EASE
Conflict Resolution and Problem Solving	SPG 14	Conflict Resolution, Fight It Flee It or Fake It, Workplace Bullying: A Growing Concern
Retirement Planning		Planning your Retirement, 403b and 457b Supplemental Retirement Plan Workshop
Civic Responsibility		ACUPCC, Sustainability and Beyond, Disaster Service Worker (DSW) Training
Accreditation		Dialogue Days, Writing Team Training, Accreditation Steering Committee Training

2.2 Leadership Development

Areas of Emphasis	Alignment with Campus Plans	Sample Activities
Career Mobility		Adjunct Faculty Needs, Full-time Faculty Hiring, Department Chair Training, Reassigned Time Responsibilities, The Interview Process
Facilitation Skills		Presentation Skills, Speaking in Front of Groups, Facilitating Meetings, Establishing Effective Agendas
Organization and Time management		Memory Strategies for You and Your Student
Exemplary Leadership Practices	SPG 1	Book Club, Colors, Management Retreat
Mentorship/Coaching		SanFACC, Faculty Peer Mentoring, New Faculty Seminar, New Employee Welcome
Specialized Competency Training	SPG 8.3	Department Chair training, Coaches certification, Strategies for Conducting Effective Evaluations, Banner Requisition Training, Online Appropriation Training, Effective Staff Performance

3.0 Instructional Development

Instructional development provides a repertoire of skills for effective practice in meeting the needs of students with diverse origins, experiences, needs, abilities, and goals. Areas of emphasis relate to the theory, practice, technology, and methods of instruction and learning.

3.1 Teaching and Learning Best Practices

Areas of Emphasis	Alignment with Campus Plans	Sample Activities
Discipline Development		Organic Chemistry Instrument Training, Approaches to Teaching ENGL 1A
UDL in instruction	SPG 10	Accommodating Students with Disabilities in the Classroom
Student equity in performance outcomes	SPG 4, 9 EG (Activity) C-1, EG C-3, EG B-1, EG F-8, EG F-21 EG F-22, EG F-9	The Non-native English Speaker in Your Classroom, Equity State of Mind, FYE program to improve course completion DSPS support, Minority male support, LGBTQ support, Captioning
Areas of Emphasis	Alignment with Campus Plans	Sample Activities
Delivery methods	SPG 1, 8	Using Images Effectively, Creating Accessible

	EG F-7	Handouts, Parachutes and Ladders, Universal Design in Learning,
Contextualized education	SPG 1, 2 Title V	CTE Pathways, Basic Skills
Pedagogy of Assessment		SLO retreats
Course and Program Development	SPG 3, 6.1	Outcomes Assessment
Learning Communities	SPG 1.3	Title V, Bridge
Cultural Competency	SPG 9,14 EG F-23	Language, Power and Privilege: Talking about culture; Minors in the Classroom; Veterans; Understanding Autism; Heteronormativity in the Classroom "Teaching and Learning Center" for diversity and cultural literacy training
Sustainability		Getting to zero: sustainability; Sustainability and beyond: a potluck of practices for the classroom

3.2 Teaching with Technology

Areas of Emphasis	Alignment with Campus Plans	Sample Activities
OEI / Initiatives	SPG 8.1, 10	OEI, Accessibility training/UDL, Online course review, OEI consortium, Accreditation
Resources (open source)	SPG 8.1, 10	Educreations: Create and Share Digital Whiteboard Lessons, Weebly, Open Educational Resources
Instructional Tools/software	SPG 8.1, 10	Westlaw Training, Make Learning Awesome with Kahoot, Canvas, Library databases, 3C media creations, Information Competency
Pedagogy/Best Practices	SPG 8.1, 10	Tips for Creating Self-Directed Learning Activities as Homework
Online instruction	SPG 8.1, 10	SPOT, Learning Management Systems, State and Federal Regulations in Distance Learning, Regular and effective contact training

3.3 Student Success and Support Services

Areas of Emphasis	Alignment with Campus Plans	Sample Activities
Services	SPG 6, SSG III.4, IV	SSSP Implementation, Accommodating Students with Disabilities in the Classroom, Counseling and Career Technical Education Retreat (Title V FLEX)
Resources	SPG 8	Tutor in the Classroom Training, Internal college resources and programs (DSPS, Career & Transfer, Noncredit courses, Library, Writing Center)
Communication	SPG 14	Listening Reflecting and Intervening with Students: Addressing the Affective Domain, Nonviolent Communication, Early Alert, Working with Difficult Students in the Classroom
Assessment	SPG 5	Career Assessments, Course placement and testing information sessions

Assessment of Professional Development

Assessment of professional development is a necessary feature that ensures existing activities support the ongoing work of the college and the college plans. Evaluation formats vary based on the method of professional development delivery. Data compiled from evaluations are analyzed and used to inform planning.

Individual Needs Assessments

Faculty Professional Development Survey

Assessment of Faculty needs is done on an annual basis to support the state of California Flexible Calendar reporting requirement to receive apportionment for FLEX participation.

Classified Professional Development Survey

Assessment of classified staff needs to be done at least bi-annually to ensure current professional development planning is aligned with needs.

Faculty Technology Survey

Assessment of faculty online learning carried out by the Online Learning Support Center and Distance Learning Committee. This is done on an ad hoc basis, as needed.

FLEX Session Evaluations

FLEX workshops are evaluated by attendees and compiled by the Faculty Professional Development Coordinator. The Faculty Professional Development Committee (FPDC) and the FLEX Task Force use these results to assess the efficacy of FLEX, and to inform setting the priorities and workshops for future FLEX sessions. The FPDC Coordinator reports FLEX data to the Academic Senate Executive Board and FPDC. Professional Development Council and President's Advisory Council see the results, as FPDC reports to PDC, and PDC reports to PAC. FLEX evaluations and their summaries are returned to the presenters by the Faculty Professional Development Coordinator to provide feedback.

POD Supported Workshop Evaluations

Evaluations are distributed at the end of every workshop for participants to complete on a voluntary basis. The collected evaluations are compiled, reviewed, and archived in the POD Database.

Evaluations of Online Training

Online Training evaluations are administered by the program coordinators at the completion of the training. POD is sent an email notification that a survey has been completed in Qualtrics or receives an email with the evaluation attached. Qualtrics survey data are archived within that system while emailed evaluations are saved on the POD Shared Drive.

Future Assessment Planning

Ongoing Data Compilation and Analysis

As the professional development plan is implemented and training is aligned with areas of emphasis, there is an opportunity to develop a system for ongoing data compilation. Centralization of data will provide opportunity for consistent feedback for presenters and an understanding of impact on attendees.

Analysis of Professional Development Impact on Students and Student Success.

Phase I: Research methods to assess efficacy of professional development

Phase II: Research assessment of employee engagement and its impact

Current Resources to Support Professional Development

Professional and Organizational Development

The College has invested in campus wide professional development for all employees and has committed resources to support its success. The POD office is staffed with a full-time manager and administrative support staff to provide open access to services. Additionally, the College has committed to ongoing unrestricted general fund budget allocations for POD programs. A redesign of the Professional and Organizational Development offices from 2014-16 includes state-of-the-art technology, a computer learning lab, an open business center for faculty and staff individualized learning, and a multi-function Innovation Room.

Faculty Professional Development Coordinator

The Faculty Professional Development Coordinator is the chair of the Faculty Professional Development Committee and the co-chair of the Professional Development Council. The Faculty Professional Development Coordinator and FPDC coordinate faculty professional development, and may organize new professional development opportunities for faculty. The Faculty Professional Development Coordinator is a liaison to POD, the New Faculty Seminar Coordinator, and Salary and Leaves.

Professional Development Council

The Professional Development Council (PDC) provides direction to the college community to ensure classified staff, faculty, and managers expand their knowledge and skills needed to increase student success and enhance their professional development. The Council is comprised of classified, faculty, and management representatives. PDC makes recommendations for professional development at the college, including reporting on campus-wide professional development to President's Advisory Council.

Three committees report to PDC. Each committee represents a difference employee classification and their professional development interests.

- Classified Professional Development Committee
- Faculty Professional Development Committee
- Management Professional Development Committee

Professional Development Conference and Travel

Mt. SAC employees serve in a variety of capacities. In order to support the mission of the college and specialized training of employees, Mt. SAC provides funding for employees to engage in conference and travel opportunities. Employee conference and travel is allocated for faculty, classified, and managers to support the work of each unit as well as individual growth and advancement. The Professional Development Council has established a conference and travel allocation process to ensure effective and equitable use of the funding.

Faculty Inquiry Groups

Faculty inquiry funds were established in the 2014-15 year through collective bargaining. These were \$90,000 for two years of faculty inquiry projects. The Faculty Professional Development Committee and Faculty Professional Development Coordinator managed the faculty inquiry applications, and facilitated meetings together with a professional consultant. Sixteen inquiry projects were funded over two years involving faculty from almost every instructional division across campus.

The Great Staff Retreat

The Great Staff Retreat is a professional development opportunity that provides Classified employees with inspiration and professional growth. It is an opportunity for employees to examine and communicate problems faced in their working environment. The Great Staff Retreat is designed to create dialogue on areas of emphasis including employee engagement and motivation, team building, leadership, effective communication, and a better understanding of other job roles. Employees are encouraged to develop realistic and usable solutions to discussed issues.

Managers Retreat

The Managers Retreat provides Mt. SAC leaders across campus an opportunity to collaborate and engage with best practices in leadership. The retreat is designed to create dialogue on organizational initiatives, challenges, planning, and opportunities.

Teaching and Learning Center

Development of a Teaching and Learning style Center designed to provide diversity training and professional development for faculty and staff, curricular development in ethnic and diversity studies, safe places training, and support for cultural literacy in addition to supporting faculty professional development is under way. Faculty have formed several task forces to research best practices, and create structure with the intent to have the center begin operations in the 2016-17 academic year.

Plan Development History

The Professional Development Council (PDC) is charged with the responsibility of creating a professional development plan for Mt. San Antonio College. Professional development is defined as opportunities for all employees to experience personal renewal, growth, change, and continuous improvement in ways that fulfill the Mt. SAC Mission, Vision, Core Values, and Goals.

The first step in creation of the plan began in fall 2015 with development of Classified and Faculty professional development surveys. The Faculty Professional Development Committee (FPDC) and Classified Professional Development Committee (CPDC) created these surveys to have a deeper understanding of employee professional development needs across the college. Survey data was reviewed by PDC, FPDC, and CPDC in spring 2016 and used as an initial point of discussion to generate ideas for themes and areas of focus. Additionally, plans from other community colleges were reviewed by a small taskforce who unified the initial ideas from all groups to create a plan draft template for further review. Also, in order to maximize the institutional and individual benefits from engagement of employees in professional development, areas of focus were cross-referenced to the Strategic Plan, Equity Plan, and Student Success Plan. It is also intended that professional development activities will be coordinated with these plans and other campus initiatives to maximize the use of college resources.

To facilitate widespread input and support of the plan from all constituency groups a draft plan was distributed to employee groups throughout the campus:

- Classified Professional Development Council: February – May 2016
- Faculty Professional Development Council: February – May 2016
- Instructional Managers: May 2016
- Academic Senate Executive Board: May 2016
- Full body of the Academic Senate: May 2016
- Classified Senate Executive Board: May 2016
- “Teaching and Learning Center” Work Group: May 2016
- Faculty Association President and Vice President: May 2016
- CSEA 262 & 651 Presidents: May 2016

The plan was approved by the Professional Development Council on June 2, 2016 and presented to President’s Advisory Council on June 8, 2016.

Professional development planning represents a way to address institutional and individual growth while retaining the flexibility to innovate and collaborate regarding future directions of the college. As such, this professional development plan will always be a work in progress as the college evolves and new resources become available.

PROFESSIONAL DEVELOPMENT COUNCIL

(Governance Committee – Reports to President's Advisory Council)

Purpose

The Professional Development Council provides direction to the college community to ensure classified staff, faculty, and managers expand their knowledge and skills needed to increase student success and enhance their professional development. The Council is comprised of classified, faculty, and management representatives.

Function

Responsible for the following:

1. To make recommendations for professional development at the College, including reporting on campus-wide professional development to President's Advisory Council.
2. To assess professional development needs of the College, connect these needs to College strategic goals, and develop a College Professional Development Plan.
3. To evaluate the effectiveness of professional development activities on campus, and to recommend ongoing changes.
4. To receive and review recommendations from subcommittees (Classified Professional Development Committee, Faculty Professional Development Committee, and Management Professional Development Committee).
5. To maintain the guidelines and procedures for Conference & Travel funding and to make determinations about employee conference and travel support.
6. To screen workshops submitted for Professional Growth Increments and make recommendations to Salary and Leaves Committee. ~~using guidelines established by Salary and Leaves.~~
7. To assist in planning and/or implementation of campuswide professional development events and activities

Membership (9)

	<u>Position Represented</u>	<u>Name</u>	<u>Term</u>
1.	Manager, Professional Development & Employee Engagement (Co-Chair)	Stacey Gutierrez L. Greenlee	Ongoing
2.	Coordinator, Faculty Professional Development (Co-Chair)	Liesel Reinhart	2016-18
3.	Continuing Education appointed position	MaryAnn Gomez-Angel	2015-17
4.	CSEA 262 appointed position	Rosa Asencio	2014-16
5.	Classified Senate President	John Lewallen	2014-16
6.	Academic Senate appointed position	Dan McGeough	2015-18
7.	CSEA 651 appointed position	vacant	2015-17
8.	Faculty Association appointed position	vacant Jane Nazzal	2014-17
9.	Management Steering appointed position	Grace Hanson	2015-17

<http://www.mtsac.edu/governance/committees/pdc/>

Rationale for changes (if any):

#2 New Faculty Professional Development Coordinator

#9 Open position filled

2016-17

Membership Meeting Times:

COMMITTEE TYPE	CHAIR	MEETING SCHEDULE	LOCATION	TIME
Professional Development Council	Beta Meyer & Stacey Gutierrez	See chart below		

Meetings are held the First Thursday of the Month, September thru June, excluding January.

Date	Time	Location	Minutes
September 3, 2015	1:30 – 3:15 pm	4-2460	
October 1, 2015	1:30 – 3:15 pm	4-2460	
November 5, 2015	1:30 – 3:15 pm	4-2460	
December 3, 2015	1:30 – 3:15 pm	4-2460	
February 4, 2016	1:30 – 3:15 pm	6-144	
March 3, 2016	1:30 – 3:15 pm	6-144	
April 7, 2016	1:30 – 3:15 pm	6-144	
May 5, 2016	1:30 – 3:15 pm	6-144	
June 2, 2016	1:30 – 3:15 pm	6-144	

Person Responsible to Maintain Committee Website:

Stacey Gutierrez
Sgutierrez95@mtsac.edu and (909) 274-5810

College Website Link and Last Time Website Was Updated: www.mtsac.edu/pod

Last updated: 10/6/2015 to update new location. We are working with the IT department to update committee members and function.

III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Orientation: Employment Policies and Practices

Adjunct hiring is addressed in **AP 7120: Recruitment and Hiring: Faculty**. HR hiring packet for adjunct faculty which includes broad orientation for adjunct faculty.

The College provides an **orientation to adjunct faculty in the division** which they are appointed. (Evidence?)(Location? Provides, keys, info/ code to photocopy, email, orientation to Division office, course outline of course being taught, texts and materials for course being taught, invitation to department meetings; may involve specific equipment training, or course guidelines)

Evaluation: Evaluation process for adjunct faculty is described in the collective bargaining agreement (Evidence - CBA 18 B-E, 18K).

Integration: Adjunct faculty are valued at the College, and are integrated into multiple processes including shared governance, academic and professional work, student clubs and mentorship, task forces, student learning outcomes, outreach activities, curriculum development, coaching/ mentoring, and department/institutional planning.

Faculty participation in department meetings, mentorship of students through clubs and activities (ev- AS site?), and academic and professional work is highly encouraged. Faculty representation on task forces is balanced between departmental areas, as well as considerations of full time and part time faculty (ev- personal communication? Other?). Faculty representation on governance committees, such as Faculty Association adjunct positions, Academic Senate Adjunct positions, Faculty Professional Development Committee adjunct, Student Programs and Success adjunct, and other designated adjunct governance positions is paid at the non-instructional rate (CBA). Areas, such as Continuing Education, and other non-credit divisions, hold retreats and strategic planning for student learning outcomes and program goals where adjunct are paid for up to 2 hours at attend.(SLO documentation, other ev?)

Adjunct faculty are informed about campus events through the website, and through several email processes: campus-level announcements to all campus members, faculty-level announcements to all faculty, and adjunct faculty announcements to all adjunct faculty. Opinions of all faculty are solicited through Qualtrix surveys in areas of professional development and engagement, in technology needs, and in departmental topics. Part time faculty needs are considered both as a group, and as part of the full faculty, in order to best ensure that we are meeting the documented needs of campus faculty.

Adjunct faculty who are members of the Faculty Association (FA) are represented on the FA by adjunct faculty, and vote with equal status on contract negotiation topics, and on ratifying the contracts (ev, FA website?). Adjunct faculty are welcome to participate in the contract negotiation process as part of the negotiations team.

Adjunct faculty are recognized for their efforts at the College. Recognitions possible vary from the annual Faculty Appreciation week (2015) sponsored by the Faculty Association where faculty can come and enjoy food, entertainment, and win prizes (ev); FA events where coffee or lunch is shared with faculty (ev); Campus-wide term recognitions awarded when faculty have had 5,10,15,20,25,30,35,40 or more years of employment (Ev- former faculty and manager recognition, now FLEX Opening Meeting in Fall), the Academic Senate Outstanding Adjunct Faculty Awards (Ev), Academic Senate 10+ 1 awards where faculty and other employees are nominated for exceptional service in the 10+1 areas where faculty have primacy (Ev, Academic Senate 10 + 1 awards recognize faculty and other employees who have made significant contributions to Senate areas of responsibilities, as dictated by the ASCCC 10+1. Individuals are nominated for these awards, and Senate President makes the determination. Academic Senate minutes), Transfer Celebration Day where faculty are recognized by students for their assistance in achieving transfer and completion goals (ev), FA- sponsored annual departmental Outstanding Adjunct faculty awards (ev, started 2015), and are equal contenders for campus-wide recognitions, such as Educator of Distinction, and President's Awards.

Adjunct faculty are welcome to participate in commencement ceremonies in their regalia.

Professional Development: College adjunct faculty are strongly supported in their professional development through multiple avenues on campus. Professional development for all faculty is available irrespective of their full or part time employment status.

Cover: Conference and Travel funding, Professional Growth Increments and Salary Schedule Credit towards Column advancement, paid on-campus Flexible calendar training on FLEX days, on-campus workshops through our Professional and Organizational Development office, training about contract issues (FA Know Your Contract series Spring 2013, Fall 2013, Spring 2014, Fall 2014, Fall 2015. Know your contract offering on FLEX day Fall 2015.), online training through Lynda.com, and other (Kahout? Stress? LGBTQ, Veterans, diversity, etc.), SLO development days, internal department training or retreats, Faculty inquiry project funding, campus book clubs, and access to an intra-campus mentoring program (SANFAAC) for leadership development. SPOT training, Moodlerooms training, Captioning training, mandates, teaching and learning and pedagogy.

Adjunct faculty are encouraged to participate in Flexible calendar training days (FLEX) held on campus. FLEX training is mandatory one day per year for full time faculty, and optional for the second day. FLEX training for adjunct faculty is compensated for up to two hours of training each FLEX day, at the non-instructional rate. Each FLEX day contains workshops of general interest, and sessions specific to adjunct interests. (Evidence – POD announcements, emails announcing FLEX, Academic Senate minutes, PAC minutes) FLEX training is agreed upon between FPDC and the FLEX Task force, and utilizes assessments of faculty needs as well as prior FLEX evaluations to choose workshop offerings and presenters.

Adjunct faculty are able to participate in professional growth increments and Salary advancement credit/salary schedule credit/ column crossover activities. (see faculty CBA 2011-14). Column crossover activities other than graduate work are phased out for all faculty starting June 30, 2016 (CBA 2014-17). Until June 30, 2016, workshops that fulfill criteria accepted by

Salary and Leaves are reviewed by PDC/ FPDC and then Salary and Leaves. Workshops taken that are approved for SSC have specific numbers of credit hours documented. 16 hours of salary schedule credit (SSC) confers one graduate unit of training. **Effective July 2015: Column crossover for FT and PT is not the same; professional growth advancements for both are; graduate units required for column crossover.**

Professional and Organizational Development (POD) opportunities are made available for adjunct faculty (www.mtsac.edu/pod). Captioning training, Moodlerooms training, SPOT (online teaching) training, are all available to all faculty. POD faculty offerings are all available to all faculty, full or PT.

2014-15 SanFACC mentor program is available to any faculty member to apply and be matched with a mentor from a partner institution.

Conference and travel money is available to all faculty, part time or full time. Full time faculty have \$200 conferred by contract, and can apply for up to \$1500 more; adjunct can apply for up to \$1500.

All faculty (and employees) have access to Lynda.com for online training on thousands of topics, including varied technology trainings.

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

At Mt. San Antonio College, a formal needs assessment is conducted via electronic survey, focus groups, and professional development committees evaluate and identify professional development needs. A campus wide needs assessment for professional development was completed in 2010. In Fall of 2015, a needs assessment for all Classified, Supervisors, and Confidential employees was administered. Results are reviewed by and shared with the Classified Professional Development Council, Professional Development Council, and ACE (custodial committee). Representatives from each of these committees are designated with the task of sharing this information with their colleagues, department, and at union meetings etc. This information is used as a basis for improvement, planning and implementing professional development consistent with Mt. SAC mission and learning needs. There is consistent evaluation of professional development events via evaluation after each event and document the information in the Mt. SAC learning management system. Evaluations are administered after each professional development workshop posted on the Professional & Organizational Development (POD) calendar. The data is reviewed and used for planning and improving professional development.

Input from the Professional Development Council, Classified Professional Development Committee, Faculty Professional Development Committee and Management Steering Committee, Wellness Committee, Health and Safety Committee, Equity Committee Facilities Planning Summit, and Management Retreat (June of 2015) are used to plan for professional development opportunities and resources (PDC, CPDC, FPDC minutes). Information from PIE planning, planning sessions (Evidence: student equity committee meetings, planning summits

2014 and 2015, professional development planning summit in June, writing teams, ACE committee meeting minutes, Wellness Committee Meeting Minutes, Health and Safety Committee Minutes, Management Retreat Report etc.), PAC, CSEA 262 and 651 also provide input.

The qualitative (i.e. focus groups, committee meetings, summits, and retreats etc.) along with quantitative analysis (i.e. needs assessments, evaluations, and attendance rates) allow for all personnel (i.e. shared governance committees and POD etc.) to identify what would be appropriate professional development needs. (Evidence: POD website reporting section, POD calendar and learning management system- attendance, sign in sheets, and evaluations).

In 2014, POD set benchmarks for the quality and quantity of professional development workshops, as well as attendance rates. This process was not consistently tracked and monitored in years past. This information will be used to view progress and improvement in the areas of professional development opportunities and attendance rates. POD worked with the department of Information technology to track and monitor this information in a learning management system created by the Information Technology Department. This learning management system was utilized for promoting professional development opportunities on a calendar for all employees, tracking and monitoring professional development opportunities, noting descriptions, and noting speakers, dates and times of professional development workshops. Additional items were added to the learning management system for the first time where POD was able to categorize workshops based on categories such as wellness, technology, faculty development etc. In addition, POD is now able to note courses that have been approved for FLEX credit or Salary Advancement Credit. Employees that complete courses offered through POD are able to view and/or generate a transcript of their progress.

Plans for professional development opportunities are based on qualitative and quantitative analysis, adhering to legal mandates, chancellor office guidelines, collective bargaining, meet and confer, and following/maintain various grant guidelines related to professional development (Evidence: Needs assessment, minutes from CPDC, FPDC, PDC, and discussions in PAC and PDC about restoring professional development) etc., chancellor office guidelines, Human Resources and EEO legal mandates, Student Equity grant guidelines, Title V grant guidelines, SSSP grant guidelines, CSEA 262 collective bargaining, CSEA 651 collective bargaining, management meet and confer notes, confidential and supervisor meet and confer notes). The manager of Professional Development and Employee Engagement is responsible for creating a plan for professional development that includes appropriate opportunities for continued professional development. This plan is referred to as the Planning for Institutional Effectiveness (PIE) plan. The professional development PIE is then reviewed via the Vice President and compiled into the Vice President's Division PIE Summary Plan. In 2014, the Office of Professional & Organizational Development (POD) was moved under the Human Resources Division. In June of 2015, POD was moved back under the office of instruction division. (Evidence 2014 and 2015 PIE plans).

Whenever an employee or shared governance group is interested in suggesting or offering a professional development opportunity is generally presented to POD, or a Professional Development Committee which is then presented to the Professional Development Council. For example, in October, 2014, faculty requested \$100,000 for a professional development plan. (FPDC minutes, PDC minutes, PAC minutes, Academic Senate minutes, budget for plan). The plan utilized information from the VP Instruction PIE summary and the Division PIE summaries (June 2015), as well as the faculty needs assessment 2012. The largest concern, stated in every PIE, was the inability to attend conferences for training and recertification. The FPDC allocated

\$50,000 towards faculty conference and travel, and considered all 2000 faculty (full time and part time) to be equal in applying for this money on a rolling basis. The faculty used this \$50,000 as well as \$21,000 of the shared conference and travel pool on conference and travel in 2014-2015. The FPDC allocated \$8000 towards a campus-wide Lynda.com license, and the President's office allocated \$7000 towards the campus-wide Lynda.com license to engage all employees in online (just in time) training on thousands of topics. Over 283 log ins have been established, indicating that many employees are taking advantage of this opportunity. The plan also allocated \$6700 towards the annual Parachutes and Ladders conference (April, 2015), and \$600 towards the Fall 2015 Follow-up on Parachutes and Ladders (October 2015) to train any employee or attendee from another campus about developmental education and student success strategies. The plan also allocated \$4000 towards department chair training (Department chair training task force notes June 2015, Academic Senate PDC report, FPDC minutes, PDC minutes, PAC professional development report) in August 2015.

FLEX planning for FLEX days August and February occurs through the coordinated action of a FLEX Task Force, the FPDC, and the POD staff. FLEX planning involves the FLEX Plan (Senate approved, 2010) and State Chancellor's guidelines (ASCCC website) to guide the offerings. FLEX evaluations from the prior FLEX day are reviewed by FPDC and the FLEX Task Force within 2 months of the FLEX workshops. Desired workshop training is indicated by FPDC to the FLEX Task force (FPDC minutes, FLEX Task force minutes) and the FLEX coordinator (Academic Senate VP) sends out a RFP with those emphases in mind. Proposals from campus members are screened by the FLEX Task Force, and a FLEX agenda is set (FLEX Task force planning minutes). Announcements are made to faculty 2-3 months prior to the FLEX Day, and faculty can choose workshops to attend. FLEX workshops have been open to Classified, Confidentials, and Managers. The Fall Opening meeting for faculty is also attended by managers. FLEX presenters have historically been Faculty, Classified, Confidentials, and managers. (FLEX day offerings)

The collective bargaining agreement between the District and CSEA 262 specifies that Professional Development will provide up to 22 professional development trainings per year. These are discussed and developed in the Classified Professional Development Committee. During 2014-15, Professional Development conducted over 200 professional development workshops on a variety of subjects. These trainings do not completely meet the training needs of the Classified, as surveyed. The new CSEA, Chapter 262 Collective Bargaining Unit Contract is addressing the issue of appropriate professional trainings and the Classified Professional Development Committee is working on a professional development plan to meet those needs.

In August 2013, faculty requested \$19,000 for an On Course professional development event to be held on campus February 2014. Two sessions were held: On Course three day workshop, primarily for instructional individuals, was attended by faculty (full and part time) and some managers, and a few Classified members. The one-day Front Line workshop offered on the fourth day was attended primarily by Classified and Confidentials, Managers, and some faculty. These training sessions were focused on student success outcomes, and our ability as employees to empower students to succeed on campus

Technology training was one of the primary needs identified in 2012 through a campus needs assessment. The IT department has consistently offered training in Banner, our Resource allocations system. Faculty and other employees can receive MoodleRooms training, and SPOT training for online delivery of course content. This is provided by the Online Learning Support Center, and the Distance Learning Team, composed of faculty and Classified employees. Omni

Update training to program in our web database is offered to all employees regularly. Adobe suite training and Microsoft suite training are offered sporadically, however online training is available through lynda.com.

Health and safety training was another primary need identified in 2012. The Wellness Center has been offering Lunch and Learn series about health and wellness (POD calendar) regularly at the Classified and Confidential lunch hour. The Health and Safety committee has offered online active shooter training to all employees, and has established October as Disaster Training month. In 2014, a week of offerings were provided (POD calendar); and in 2015, a month of workshops and training was provided for disaster awareness and prevention (POD calendar).

Orientations of new employees are a priority. Orientation of new part time faculty is done on a department and division level; and inconsistencies exist. Some departments train on FLEX day, and provide extensive information to new and ongoing part time faculty. Other departments provide training on equipment as necessary, and an initial orientation; and others provide only an initial orientation. For these reasons, part time faculty are invited to come to the two FLEX days, and are paid for up to two hours of training at each day. New faculty (full time, one year or tenure track) are invited to participate in the New Faculty Seminar trainings, which occur on Fridays twelve times throughout the year. The training orients faculty to the campus, to teaching pedagogy, and to the tenure process. Training is provided by many individuals on campus, and coordinated by a New Faculty Coordinator, who is a faculty member with release time. Classified New Employee Welcome (NEW) Orientations are provided twice per year. The one-day training orients Classified and Confidentials to campus, and gives them introductions to campus infrastructure, and introduces them to many campus managers.

Mt. SAC identifies teaching and learning needs to inform faculty development opportunities. For example, the Faculty Professional Development Committee (FPDC) is sending out a faculty survey on their professional development interests/needs in early January 2015; the survey is being finalized and programmed into Qualtrics for deployment by January 15. In another example, the Online Learning Support Center (a faculty resource) conducted a survey focused on whether the college should adopt Canvas learning management system (a state-subsidized tool through the Online Education Initiative), whether faculty are interested in using Google tools and email in their teaching. The results from such faculty surveys are used in committee meetings and annual planning processes to respond to faculty with targeted activities as soon as possible. Furthermore, the Distance Learning Committee conducted a mock accreditation review of 17 DL courses by randomly assigned faculty reviewers from the college and other colleges. The results were used to follow up with faculty, by faculty mentors, on making improvements to their DL courses; additionally, follow-up meetings were held with departments and divisions to better understand faculty needs for further development and support.

Outcomes workshops offered at Flex Day and through Professional and Organizational Development directly support faculty in the effort to develop and assess SLOs in the Distance Education mode. The Outcomes Committee members have also conducted department specific training workshops. All courses are required to have SLOs, and should be working on analyzing results for use of results.

Conference and Travel Final Budget Update

5/4/16

Budget Status

Classification	Revised Budget	Amount Approved	Final Balance
Classified, Confidential, Supervisor	\$40,828	\$43,030	-\$2,202
Faculty	\$120,828	\$124,095	-\$3,267
Management	\$15,828	\$10,784	\$5,044
Grand Total	\$177,484		-\$425

* Final Balance= Revised Budget - Amount Approved)

C & T Requests

Request Status	Classified	Faculty		Management	Grand Total
		Full Time	Part Time		
Approved	46	83	37	13	179
Denied	-	6	2	-	8
Canceled	5	6	2	-	13
Unable to attend	2	3	2	-	7
Found funding elsewhere	-	1	-	-	1
Pending Approval	-	-	-	-	2
Grand Total	53	99	43	13	208

Number of Employees Supported by C & T

Classification	Approved	At \$1500 Maximum
Classified	38	13
Full Time Faculty	79	29
Part Time Faculty	37	9
Management	10	4
Grand Total	164	55

PDC Decisions:

The initial budget of 77,484 was equally divided amongst Classified, Faculty, and Management (\$25,828 each)

On August 25, 2015, Faculty was awarded an additional \$100,000 for conference and travel

On February 4, 2016 PDC approved the transfer of \$5000 from the faculty conference and travel budget & \$10,000 from the managers conference and travel budget to continue to fund Classified travel requests.

On April 7, 2016 PDC approved use of remaining funds on a first-come-first served basis

PROFESSIONAL & ORGANIZATIONAL DEVELOPMENT CONFERENCE FUNDING APPLICATION & GUIDELINES

The Professional Development Council has approved \$1500 per person until all funds for the academic year are exhausted. Employees may apply multiple times until they have reached the \$1500 threshold. Please follow these procedures to submit conference and travel requests funded with POD Conference & Travel Budget. This process is composed of two (2) steps: Step I is completed before conference and travel occurs. Step II is completed after conference and travel has occurred. Parts I and II are required for approval and full reimbursement of expenses.

STEP I: COMPLETE TWO FORMS

1. **COMPLETE CONFERENCE AND TRAVEL REQUEST/EXPENSE CLAIM FORM**-- signed by the manager and Vice President. Submit to POD for Professional Development Council (PDC) review.
2. **COMPLETE THIS POD CONFERENCE FUNDING APPLICATION & GUIDELINES FORM** -- submit this document to Professional & Organizational Development (POD).
3. *POD Conference & Travel requests must be approved by the assigned manager and Vice President prior to being submitted to the POD Office. Requests must be received at least four (4) weeks prior to the start of the conference. Employees will need to demonstrate that the purpose of attending the event will lead to professional development.*

The Professional Development Council (PDC) meets the first Thursday of each month. All requests must be received by POD no later than the first Wednesday of each month by 12:00 pm to qualify for review at the PDC meeting the following day.

4. GENERAL INFORMATION -- please complete the following section:

Requestor Name: _____ Department: _____
Phone/Extension: _____ Email: _____
Department Contact: _____ Phone/Extension: _____
Manager: _____ Signature: _____
Vice President: _____ Signature: _____
Name of Event: _____
Date(s) of Event: _____ Location: _____

5. FUNDING -- Please indicate the amount of POD funds you are requesting.

Provided estimate: \$ _____

Please note: Tuition Reimbursement also known as Professional Growth Funding is not administered through Professional & Organizational Development. If you are interested in receiving compensation after completing coursework or receiving certification that is job related as described in collective bargaining agreements, please contact the Human Resources Department at (909) 274-5481.

6. STATEMENT OF JUSTIFICATION --

A. Support for Professional Development Plan

Please check all the Professional Development Plan KPIs that will be achieved through your attendance at this event.

List of KPIs TBD

B. Justification Criteria and Statement

Please check all of the criteria options that support the event you are interested in attending and provide a written paragraph explaining your rationale.

- ☐ **The activity supports the ongoing required certification or mandated training of the individual.** (ie CTE areas, skilled trades areas, Cleary Act)
- ☐ **The activity supports the improvement in skills or knowledge required of the individual in their job.** (ie updates for electrical workers, or Online education Initiative training, or Banner changes and training, state-level initiatives)
- ☐ **The activity supports enhancing skills or knowledge for the individual to improve or advance in their current job.** (ie remediation for faculty, customer service, application and resume building)
- ☐ **The activity supports the individual to gain skills required for a recently acquired position or release time position.** (ie leadership development, supervisor training)
- ☐ **The activity supports the individual to stay current in fields where there are rapid changes or research.** (ie content areas with rapid changes)
- ☐ **The activity supports the individual to present information on behalf of the college, or to represent the college on the state, national or international level.** (ie workshop presenter, represent Mt. SAC at state or national panels or meetings)

Write statement here.

7. DESCRIPTIVE MATERIAL -- please attach a brochure or copy of information containing the following (requests submitted without this material will be returned, possibly delaying or preventing eligibility):

- Conference Overview
- Date(s), Time(s), Location
- Descriptions of the activities you will be attending (highlight)
- Agenda (*If no current conference agenda is available, use agenda from last year's conference*)
- List which meals are included
- Cost of registration
- Lodging costs
- Any other information pertaining to travel reimbursement

8. ONCE YOUR TRAVEL IS COMPLETE (STEP II) -- Complete the following two forms:

- Part B of the Mt. SAC Conference and Travel/Expense Claim Form
- Professional Organizational Development Evaluation & Reimbursement Form

Conference and travel request/expense claim form must include original itemized receipts for all reimbursement requests. Failure to do so will delay reimbursement. Immediate Manager/Supervisor signature required. Please have your division office forward it to the POD office upon completion.

For POD Office Use Only

Rcvd By (initial): _____ Date Rcvd: _____ Date Reviewed by PDC: _____

☐ Approved. Under what criteria: _____

☐ Denied: State reason: _____

Date submitted to Fiscal for processing: _____

Conference and Travel Form

Suggested Changes to Statement of Justification

Updated 3-3-16

Rationale: These changes will

- Clearly identify the criteria and rationale to support Conference and Travel requests
- Provide data for future analysis of trends
- Create clear connections showing Conference and Travel support of campuswide strategic goals

STATEMENT OF JUSTIFICATION

A. Support for Professional Development Plan

Please check all the Professional Development Plan KPIs that will be achieved through your attendance at this event.

List of KPIs TBD

B. Justification Criteria and Statement

Please check all of the criteria options that support the event you are interested in attending and provide a written paragraph explaining your rationale.

- ☐ The activity supports the ongoing required certification or mandated training of the individual. (ie CTE areas, skilled trades areas, Cleary Act)
- ☐ The activity supports the improvement in skills or knowledge required of the individual in their job. (ie updates for electrical workers, or Online education Initiative training, or Banner changes and training, state-level initiatives) *w/ sub questions w/ #'s 3, 4, 5*
- ☐ The activity supports enhancing skills or knowledge for the individual to improve or advance in their current job (ie remediation for faculty, customer service, application and resume building) *(5 check all that apply)*
- keep* ☒ The activity supports the individual to gain skills required for a recently acquired position or release time position (ie leadership development, supervisor training)
- ☐ The activity supports the individual to stay current in fields where there are rapid changes or research (ie content areas with rapid changes)
- ☐ The activity supports the individual to present information on behalf of the college, or to represent the college on the state, national or international level. (ie workshop presenter, represent Mt. SAC at state or national panels or meetings)

supports
☐ Campus plan requiring specific training/prof dev.

Authors: Elizabeta Meyer and Lianne Greenlee

- November 2015: Draft emailed to Irene Malmgren, Stacey Gutierrez, Don Sciore
- 2/25/16: FPDC Reviewed and approved suggested changes
- 3/3/16: PDC Reviewed

PROFESSIONAL & ORGANIZATIONAL DEVELOPMENT
EVALUATION & REIMBURSEMENT FORM

STEP II: ONCE YOUR TRAVEL IS COMPLETE

- ?
Needed
1. **Complete part B of the Mt. SAC Conference and Travel/Expense Claim Form** shortly after your travel. Include original receipts for all reimbursement requests. Failure to do so will delay reimbursement. If you are driving your own vehicle, remember that mileage is paid "IN EXCESS" of what you normally drive to/from Mt. SAC. ~~If you do not submit itemized receipts for meals you will be paid at the \$30 per day rate.~~ A credit card receipt for a meal is not sufficient documentation; it must be itemized. Supervisor signature required. Please have your division office forward it to the POD office upon completion. This is critical so that the T-number and final payment can be logged and tracked.

2. **Complete Conference & Travel Summary.**

Title of Conference/Activity: _____

Name of attendee(s): _____

Date(s) Attended: _____

Location: _____

1. ~~What are/were~~ ^{replace} your expectations of the event?
2. ~~What were the~~ ^{replace} results of the key sessions you attended?
3. How do you intend to incorporate the information or experience into your instruction or service? *Add check boxes (check all that apply)*
4. Would you recommend another person to attend this workshop/conference in the future? Why or why not?
5. Additional Comments:
Add questions about; outcomes, plan



PROFESSIONAL & ORGANIZATIONAL DEVELOPMENT FUNDS USE

1. Complete the "Professional & Organizational Development Conference Funding Application and Guidelines Form" and the top portion of the "Conference and Travel Request/Expense Claim Form," including Section A (see Step 1 above).
2. Requestor submits both forms, along with POD required descriptive material, to Immediate Manager and Vice President for approval. Vice President then forwards forms to POD office at least four (4) weeks before the date of the conference to allow for reviewing and processing.
3. Professional Development Council (PDC) reviews all documents and makes a decision on the application. Non-approved request is returned to the requestor.
4. If approved, Professional Development Council (PDC) then forwards original "Conference and Travel Request/Expense Claim Form" to Fiscal Services.
5. Once received by Fiscal Services, a "T" number is assigned and the original form is returned to the requestor. Please DO NOT incur any travel expenses prior to receiving this "T" number or the requestor will be personally responsible and will not be reimbursed.
6. After completion of travel, requestor/claimant completes the "Professional & Organizational Development Evaluation Form" and Section B of the "Conference and Travel Request/Expense Claim Form" and forwards both forms to Immediate Manager for approval, along with **original itemized receipts attached.**
7. Immediate Manager forwards approved forms and original itemized receipts to POD office.
8. POD office forwards "Conference and Travel Request/Expense Claim Form" and original itemized receipts to Fiscal Services for auditing and reimbursement processing.