

Ryan Ng

From: Thuy Trang
Sent: Wednesday, October 11, 2017 9:09 AM
To: All_Mission_users
Cc: Ryan Ng; Daniel LeGuen-Schmidt; Albert Moore
Subject: Success Stories of Staff, Faculty & Administrators Continue ...

Categories: Orange Category

Week 2 of Student Success Month brings us the inspiring stories of **ERIK HOU** who went from former student to *current staff* of Mission College and **VANDANA DEV** who went from former student to *current faculty* at Mission College! We are truly “**growing our own!**”

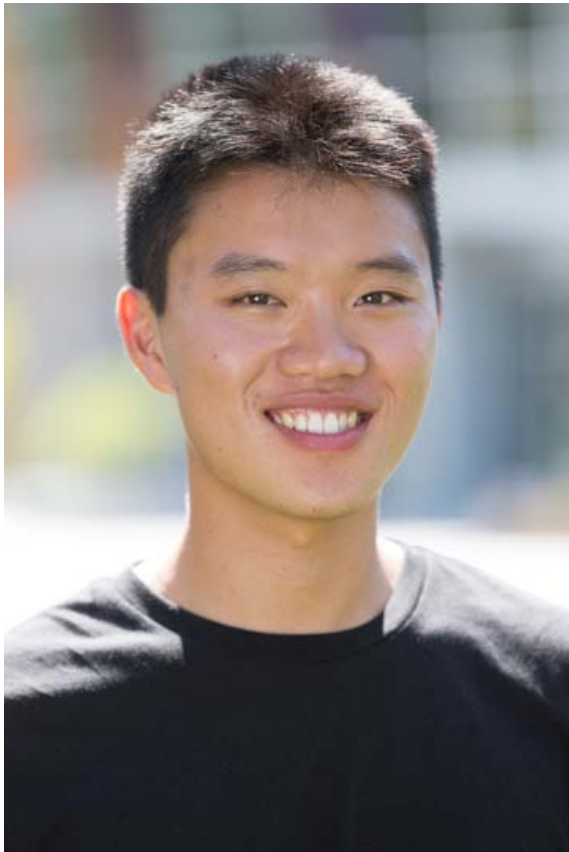
Enjoy and please share with students!

You may also view [past success stories here](#).

ERIK HOU

Research Analyst

My story began in 2013 when I moved to the United States from Taiwan and armed with a



bachelor’s degree in Mechanical Engineering. **I had difficulty making friends when I started at Mission College and knew that I needed to form connections in order to build up my language and social skills.** I joined “Mission Inter-Connect” – a club designed to bring students from all walks of life together to be social. One thing led to another and I was surprised to **find myself at the seat of leadership as the Vice President of ASG – the Associated Student Government – of Mission College in 2014-15.** I did hesitate at first since I didn’t see myself as a “political” person and sometimes I still had difficulty forming coherent thoughts into English. However, I gave the position my best and was then elected to become ASG President the following year. **This leadership opportunity gave me a chance to practice patience in communicating with others and I learned the importance of trying to build change that is sustainable.** It is hard work and I learned the

difference between speaking for oneself versus speaking on behalf of others.

How did I then end up an employee of Mission College? I was also **engaged in the Student Leadership Equity Institute (SLEI), a group of student leaders hoping to propose positive changes to our college.** I worked with 2 other immigrant students and was trying to conduct research on English learners and their barriers. This led me to work with Inge Bond, our researcher at the college. Once this project was finished, Inge asked me to assist with another research project about the labor market. After the research analyst left her position, I applied to work as a temporary replacement. From there, it became a permanent position that I serve in now. With my Mechanical Engineering background, I can easily apply this to my current work with databases and coding. **I am still learning and sharpening my communication skills daily!**

My advice to students and my colleagues **especially those whose native language isn't English: Don't be surprised at how difficult it will be. It will be rewarding and be prepared for this deep level learning that's about absorbing the lifestyle, slang and culture of a country. It is a long journey but never feel inferior. You have already mastered a language – your mother tongue – you are at an advantage as you pick up another language to be competitive in this global economy.**

VANDANA DEV

Adjunct/Part-Time Faculty in Early Childhood Education

My life began in the United States as a wife and mother from 1995-2003. When we moved to



California from New York in 2005, my children were more grown up and I had to decide what to do next.

I began as a noon yard supervisor at my children's school for 2 years and it was the **FIRST** job I ever held in my entire life. It was a pivotal moment though as I was inspired by the teachers while volunteering to explore the world of early childhood education. **I took my first Child Development class in the Fall of 2008 with Camilla Weiberg and it shook me from the inside. It felt so exciting to learn and delve deeper into children and their development.**

I met with a Mission College counselor to create an education plan and committed to becoming a full-time student to earn my Associate's degree. **Along this journey, there were definite clashes and changes as I juggled both school and my family commitments but I felt like I was finally *doing something for myself*** and I was driven to accomplish what I set out to do! I received a job at the Child Development Center at Mission in 2010 and was able to see what I actually can implement from what I learned in the classroom. It was a wonderful experience! In 2011, I was one of the **valedictorian nominees** having maintained a 4.0 GPA at the college.

I was then hired as a teacher for the Stanford Children's Center specializing in my passion: infants and toddlers. While doing this, I looked into programs to earn a Bachelor's degree and stumbled upon an online program from Pacific Oaks that was partnering to offer classes at Mission College. **One of my mentors was Nanette Wylde, a child development faculty member, who inspired me very much in terms of issues regarding social justice and diversity.** From there, I earned a Bachelor's degree in Human Development and Social Justice. I didn't stop there. I moved immediately to a weekend program for a Master's program and spent 18 months with a cohort of people every Saturday and Sunday. In 2015, I earned my Master's degree in Human Development & Leadership in Education and during this same time, I served as a Campus Ambassador for the Peace Corps. The following year, I applied to the part-time pool at Mission and **I am currently teaching the Health & Safety class for our CHD department inspiring students the way I was inspired 9 years before.**

I feel like I am coming full circle and I credit Mission College with my success! Whatever I am now, I owe it to Mission College and having a second family to turn to for inspiration and support.

Thuy Trang

Thuy T. Trang, M.S.

Counselor & Instructor

Mission College

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Schedule appointments [online](#)

Ryan Ng

From: Thuy Trang
Sent: Wednesday, October 18, 2017 10:11 AM
To: All_Mission_users
Cc: Ryan Ng; Daniel LeGuen-Schmidt; Albert Moore; Amy Vu
Subject: Success Stories of Staff, Faculty, Administrators Continued

Categories: Orange Category

Continuing with Student Success Month, this week we bring you additional stories of “growing our own” showcasing **Chris Bibat and Amy Vu!** Please enjoy and share widely with students!

You may also view [past success stories here](#).

CHRIS BIBAT

Financial Analyst



Right off the bat, I have advice that I have gleaned from the academic and career journey I have been on: keep an open mind and have the courage to hit pause and to say “I don’t know”; to listen to your heart and never stop learning. **You may be set on something but then something else can be what makes you great!**

Here’s why I say this:

I grew up as the 2nd oldest of 5 children in a step-family and my dad worked as an engineer while my mom was in the software assurance field. There was a huge emphasis on the STEM fields growing up and my dad was very keen on education for all of us.

Even with many career options available, due to my dad’s influence, I began at San Jose State University as a computer science major but after a few years and noticing that my grades were not where I wanted them to be, **I decided to take a break and came to Mission College in 2004 in order to take basic GE classes. It was a bold, courageous**

move as I knew my parents were supportive but questioning, “what is he going to do now with his life?” I was still grappling at that point with this question.

I began as an hourly in the Admissions & Records office doing data entry and filing. This was while taking classes at Mission College and still figuring things out. **Overtime, I recognized my love and desire to serve students and offer assistance so that people can navigate our college system.** Four years later, I applied and became a full-time student services technician in Admissions & Records. In 2013, I was promoted within our college to become a Sr. Administrative Assistant for the AANAPISI grant program and helped manage a multi-million dollar budget. It was wonderful to learn more about special programs, funding sources and grants.

My experience caught the eye of our VP of Administrative Services and I moved on to serving as an interim Financial Analyst. This position became permanent just recently and I continue to help oversee grant budgets, audits and helping to build and implement our new ERP system on the finance end.

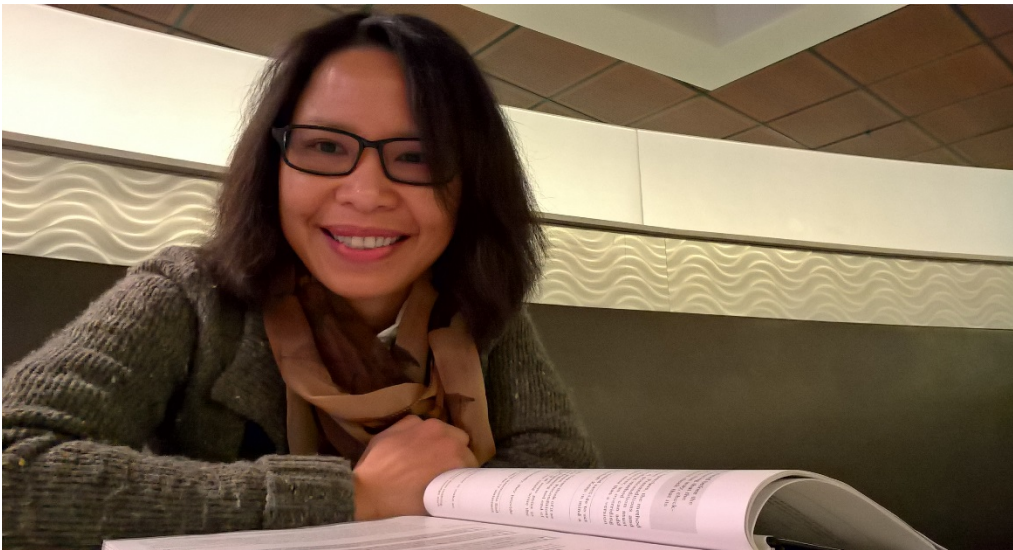
Looks like I finally figured out what I wanted to do next! I am currently taking online classes to work towards a Business Administration Accounting bachelor’s degree.

I never lost focus on my fundamental value and vision which is to be a better person. **How that is done is a success story that is unique to each person and I am glad to have found it here at Mission.**

Mission College has been my place of growth for 13 years. From the president to staff, I feel the support and welcome that I have had since day one.

AMY VU

Mathematics Faculty at West Valley College
(with roots from Mission College) 😊



I grew up in Stockton, California. Right after graduating from high school, I enrolled in the seven-year biomedical sciences program at UC Riverside. I spent the first two and half-years at UC Riverside bouncing from biomedical sciences to general sciences to economics to liberal studies. **I finally quit**

college to work as a mortgage insurance representative at a bank, where I learned about how mortgages are bought and sold by banks.

It wasn't until I enrolled at Mission College that the entire college experience came together. At Mission College, I had met some wonderful instructors and counselors. I worked in the ACCESS Program while attending school. My counselors and instructors reviewed my college transcripts and determined that I had enough college credit to earn three associate degrees. **After one semester at Mission College, I was awarded associate's degrees in mathematics, general studies, and business.**

I transferred to San Jose State University from Mission College. At SJSU, I earned a B.A. in Mathematics, an M.S. in Mathematics, and a B.A. in Psychology. I never quit going to school. To this day, I continue to learn. I have taken classes in neuroscience, sociology, administration of justice, and computer science. **There is no such thing as too much learning. In the words of Paulo Freire, "*Whoever teaches learns in the act of teaching, and whoever learns teaches in the act of learning.*"**

The best advice towards achieving success is not from me, but from **Viktor Frankl, a Holocaust survivor and author of Man's Search for Meaning.**

"For success, like happiness, cannot be pursued; it must ensue, and it only does so as the unintended side-effect of **one's dedication to a cause greater than oneself or as the by-product of one's surrender to a person other than oneself.** Happiness must happen, and the same holds for success: you have to let it happen by not caring about it. **I want you to listen to what your conscience commands you to do and go on to carry it out to the best of your knowledge.** Then you will live to see that in the long run - in the long run, I say! - success will follow you precisely because you had forgotten to think of it."

Thuy Trang

Thuy T. Trang, M.S.

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Schedule appointments [online](#)

From: Thuy Trang
Sent: Wednesday, October 04, 2017 12:52 PM
To: All_Mission_users
Subject: Success Stories of Staff, Faculty & Administrators

In honor of the 3rd annual Student Success Month, we kick start this first week with success stories from 2 of our highly esteemed colleagues, John Spencer and Inge Bond. Please share widely and especially with your students!

You may also view [past success stories here](#).

Enjoy!

JOHN SPENCER

Instructional Technology Analyst



I was born in Lisbon, Portugal and came to the United States, after living in Mozambique (a Portuguese colony in East Africa), at the age of 9. **I didn't speak a lick of English** except for maybe the word "Cat" which didn't get me that far in conversation with others. This move to a different educational system and culture strengthened my adaptability skills early on (e.g. having to learn how to write in print rather than cursive as taught to me in Portugal).

I credit my dad, who came to the US to earn his PhD in aerospace engineering and later work for NASA, with offering me **the BEST GIFT ever bestowed: he taught me HOW to learn**. Everyone learns differently and he taught me about how MY brain worked and how I could learn to maximize this process. (e.g. I learned that cramming the night before a test did not work for me. I needed time to review concepts overtime).

My first 2 years of college were miserable even though I love to learn - just not within the confines of a traditional classroom. I had a full-time job as a professional BMX racer (this

career began at 15). **It was on the race track that I learned a great deal about life and grit.** It was about winning and losing and being ok to lose but never giving up. It was also more than just winning and losing; it was about pushing yourself past your limits and realizing they can be achieved. And, learning that you can fail, as long as you don't give up.

Although I have taken many, many courses (including Mission College classes), I have yet to earn an official college degree* But **my ability to problem solve and view situations from different angles has allowed me to move into various positions at Mission College overtime.** I began as an hourly at the Admissions & Records Office and became full-time in 2002. From there, I moved into Assessment and worked there for 11 years. To keep myself challenged, I spoke to my supervisors about advancement and was supported to move into the Office of Instruction position where I currently work now.

My advice to students and colleagues: Once you're comfortable with your job, it's time to move on for new challenges. **Change is the best thing you can give yourself in order to grow as a person. Change makes you adapt to new concepts and expands your skillset. The world is always changing ... embrace it and you will thrive!**

*John promises to see a Counselor to pull together all his academic work and move towards an official degree
😊

INGE BOND

Director of Research & Planning for Mission College

I was not a successful high school student, as I ran up the detentions and suspensions for cutting class. I wasn't off partying, though – my Mom knew she could almost always find me at either the West Valley College or the Saratoga Public libraries. **School was awkward for me and reading was my great escape.**



My first attempt at college, at UC San Diego, was more of the same, and I dropped out after a year. **I didn't give up my academic dreams, though, and at age 30 after having had my three sons I became a re-entry student at West Valley.** It was not easy, as our family was struggling financially and would have been served better in the immediate had I gone to work. We decided, though, that it was important to invest in the long term, and more importantly, to give our kids an example of the importance of a college education. **So those sweet boys and my husband went through school right along with me, from**

West Valley to UC Santa Cruz and on to Stanford, where the boys walked the stage with me when I got my Master's. They are proud of me to this day, and I have to say that I savored those years of learning.

When I re-started college I had no intention of going into education, but once I lived that transformation, I knew I had to do what I could to make sure other "late bloomers" had that opportunity. I was thrilled when I had the chance to come back to the community college for my career.

My advice to students and colleagues: **Don't give up – sometimes the third (or fourth, or fifth) time is the charm. Never be afraid to ask for help from the faculty and staff at your college – we live to support you!**

Thuy Trang

Thuy T. Trang, M.S.

Counselor & Instructor

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The Counseling Department invites you to a presentation on: **Domestic Violence**

by the “Domestic Violence Intervention Collaborative”

A range of topics will be covered:

- ▣ **What is Domestic Violence?**
- ▣ **What is the gender difference?**
- ▣ **How to recognize the signs.**
- ▣ **Why do people stay? What can a person do to get out of a DV situation?**
- ▣ **What resources are available?**

When: Thursday October, 19, 2017

Time: 11:00 a.m. – 12:30 p.m.


Where: GC 107

Students, Faculty and Staff are invited! Hope to see you there!




WELCOME

환영합니다
BIENVENIDO
歡迎
TALITALI FIEFIA
ALOHA
ようこそ
HOAN NGHÊNH





MISSION COLLEGE
SANTA CLARA

"YOU MUST NEVER CEASE TO ACT BECAUSE YOU FEAR YOU MAY FAIL"



MISSION COLLEGE
SANTA CLARA

- QUEEN LILI'OUKANLANI



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SANTA CLARA

missioncollege.edu

"!SI, SE PUEDE!"



MISSION COLLEGE
SANTA CLARA

- DOLORES HUERTA




Ryan Ng

From: Donnelle McGee
Sent: Thursday, November 09, 2017 8:48 AM
To: All_Mission_users; all_WVC_users
Cc: Qiana Houston
Subject: "BLACK EXCELLENCE" NETWORKING SOCIAL EVENT

Categories: Orange Category

Hello, All -

You and your students are cordially invited to attend Mission College's *"Black Excellence" Networking Social Event*. The "Black Excellence" Networking Social is an event designed to connect experienced professionals with Mission College students to foster a space of mentorship, self-expression and inclusion that will inspire, motivate and encourage them in their academic, personal and professional goals. *While this event is targeted to our African/African-American students, we invite all students to attend.*

**"BLACK EXCELLENCE" NETWORKING SOCIAL
SATURDAY, DECEMBER 2ND, 2017**



11:00 am – 2:00 pm

Hospitality Management (HM) Building, 104 ABC

Sponsored by the Office of Student Equity & Success and the Teaching/Learning Innovation Fund.

An Eventbrite invitation will be coming out soon. We hope to see you at the event.

Black Excellence Planning Committee,

Yolanda Coleman

Qiana Houston

Donnelle McGee

Dr. John Mosby

Dr. David Piper

Ken Songco

Business Class Mock Interviews 2017
Interview questions

1. Tell me about your most significant accomplishments in your current or most recent position, especially as it could relate to this Program Assistant position.

2. Why are you leaving your present job, or why did you leave your most recent job?

3. Tell me why you are interested in the Program Assistant position and what you might contribute to the Campus Center team at West Valley College.

4. Describe your ideal working environment. What qualities do you look for in a job?

5. Can you work under pressure, meet deadlines, etc?

6. When interacting with a person from a different culture than your own, how do you ensure that communication is effective?

7. What are your professional goals? What are your short-range and long-range objectives to achieving these goals?

[IF YOU HAVE TIME, ASK THIS QUESTION; OTHERWISE IF RUNNING SHORT OF TIME, SKIP TO LAST QUESTION]

7.5 If I spoke to your current, or most recent boss, what would he or she say are your strengths and weaknesses?

8. What else do you think I should know about you and do you have any questions for me?



STUDENT ENGAGEMENT WORKSHOP



MULTIPLE DATES

LinkedIn Student Engagement Workshop

by Water Career Pathways |
wplc@wvm.edu | 408.741.2526

Free



 SELECT A TIME

DESCRIPTION

Encouraging student engagement has been and continues to be a challenge for teachers at high schools and community colleges. With that in mind, Water Career Pathways, in collaboration with LinkedIn, is hosting a one-of-a-kind workshop.

In the workshop, teachers will learn LinkedIn essentials to take back to their classrooms, giving their students a leg-up in the job market through a stellar LinkedIn profile. As LinkedIn reps will make clear, students do not need an extensive job history to distinguish themselves in today's competitive job market.

Workshops located in Fox Center, Room 105 at West Valley College. Park in parking lot 5.

LOCATION

West Valley College
14000 Fruitvale Avenue
Saratoga, CA 95070
[View Map](#)

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MISSION COLLEGE JOBS

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[Career Resources](#)
[Employer Services](#)
[Job Placement](#)
[Mission College Jobs](#)
[LinkedIn Career Advice](#)
[Majors To Careers](#)



Student Job Site

College Central Network is the primary job search service for Mission College.

- This service helps students find a job, apprenticeship or internship.
- Career-related articles and podcasts assist student career readiness.
- Jobs are exclusive to employers looking for Mission College students.
- To get started, see the login information and instructions below.
- Students can search jobs specifically for Mission College students under "my school's jobs" or search the Jobs Central and Intern Central national databases.

FOR STUDENTS

Login at: collegcentral.com/missioncollege/
Click on Students

Create Account or...

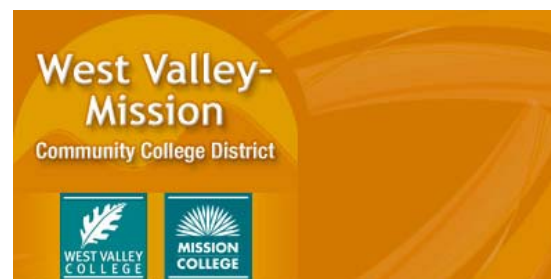
User ID: nine-digit Student Number (starting with G...)
Password: Click Forgot Password to set your Password

FOR EMPLOYERS

Login at: collegcentral.com/missioncollege/
Click on Employers
Click on Create Account

Complete the Employer Registration Form and click the Register button. Your Employer Registration will be reviewed and you will be notified by email with confirmation of your access ID and an assigned password. Then you may enter jobs.

Problems? Email andrew.soliz@missioncollege.edu.



West Valley - Mission Jobs

[A separate jobs website](#) set up for future staff members, faculty and administrators at West Valley and Mission College. The site is run through the [District's human resources department](#).



Career Advice from LinkedIn

Need help on building a resume, putting your accomplishments on LinkedIn and other [benefits for college students with LinkedIn](#)? Check it out here.

Mission College - Where Today's Students Meet Tomorrow's Opportunity

Mission College: phone 408-855-5083 | 3000 Mission College Boulevard Santa Clara, CA 95054-1897

[West Valley-Mission Community College District](#) | [West Valley College](#) | [Employment](#) | [Email a Question](#)

[Student Equity](#) | [Academic Freedom Policy](#) | [Nondiscrimination Policy](#) | [Accessibility Statement](#)



ARTICLE 23

GROWTH INCENTIVE PROGRAM

23.0 **Philosophy on Classified Growth Incentive Program:**

The classified staff represents an integral part of the District's ability to serve our community; hence, facilitating the commitment to continued growth, professionally and personally, of each individual worker ultimately enhances the District's institutional mission to effectively promote higher education.

Opportunities shall be any activity that partially or primarily prepares a worker for improved performance in present or future roles in higher education constituting achievement of the institutional development mission.

The program applies to all permanent members of the bargaining unit. The central feature of this program will be to provide work related opportunities to upgrade individual worker skills through a variety of credit and non-credit coursework, projects, workshops, or other related activities and/or complete college level certificates or degrees.

23.1 **Eligibility**

23.1.1 All permanent workers of the bargaining unit who have served a minimum of one year with a satisfactory performance appraisal shall be eligible to participate in the Growth Incentive Program.

23.1.2 A worker who has earned growth incentive points and transfers or promotes into a new position in the District, within the Bargaining unit, before completing the nine (9) points required for an increment shall be allowed to carry over all points earned into the new position.

23.1.3 Professional growth increments can be earned during each two (2) years of service. Nine (9) points are necessary for each award.

23.1.4 A maximum of five (5) growth increment steps may be earned.

23.2 **Points**

23.2.1 A professional growth increment will be awarded after a worker has completed nine (9) points of approved study.

23.2.2 Two (2) years must elapse from the date an increment is granted before a worker is eligible for the next increment, during which time the worker must complete an additional nine (9) points.

- 23.2.3 If a worker acquires units in excess of the nine (9) points, two (2) may be carried over to the next period.
- 23.2.4 Professional growth increments that upgrade skills, are work related and/or complete college level degree programs may be earned by completing nine (9) points in any combination of the following:
- 23.2.4.1 Coursework at any Accredited Community College, College or University.
- 23.2.4.2 Coursework in Adult education/vocational training, or community development.
- 23.2.4.3 Professional workshops, conferences or classes.
- 23.2.4.4 Other courses approved by the Associate Vice Chancellor at each campus.
- 23.2.5 **Credit:**
 A three-unit semester college course = 3 growth incentive points
 A two-unit semester college course = 2 growth incentive points
 A one-unit semester college course = 1 growth incentive point
 A three-unit quarter college course = 2 growth incentive points
 A two-unit quarter college course = 1.33 growth incentive points
 A one-unit quarter college course = .66 growth incentive points
- 23.2.6 Only those courses completed with a grade "C" or higher are eligible for growth incentive points.
- 23.2.7 Points shall be awarded for job-related non-credit college courses, adult educational/vocational training and professional workshops/seminars/classes as follows: each four (4) hours of in-class time will entitle workers to one-quarter (.25) point. Hours from two (2) or more classes/seminars/workshops may be combined to accumulate points.
- 23.2.8 Only those classes taken in excess of the minimum required to maintain a worker's position may be credited toward growth incentive points.
- 23.3 Procedure**
- 23.3.1 Workers wishing to obtain Growth Incentive credit must comply with the following procedure:
- 23.3.1.1 Complete Growth Incentive application form at least ten (10) days prior to the beginning of the course. The form shall be completed and signed by the applicant and submitted to the Human Resources Department. Serious consideration will be given to each request and no request will be unreasonably denied. If the request is denied, the worker may appeal by providing additional justification

for consideration. The application will be approved/disapproved within fifteen (15) days or prior to the first day of class. The worker will be informed in writing of the decision.

23.3.1.2 Workers applying for college level certificates or degrees must submit a plan indicating their intent to complete the program and their projected timeline. Their major emphasis of study and coursework required to complete the study must be included.

23.3.2 Requests received after the application deadline will be evaluated on the same criteria as in 23.3.1.1 and must include a written justification for late submittal.

23.3.3 Growth Incentive credit will not be granted until official course documents are received by Human Resources Department.

23.3.4 It is the worker's responsibility to see that transcripts are submitted within thirty (30) calendar days of receipt.

23.3.5 Upon initiating a Growth Incentive Program, a worker must complete each nine (9) unit award within a three (3) year period.

23.3.6 Credit will not be given for courses taken while the worker is on release time, or for courses for which the District pays worker's expenses. This does not exclude 10/11 month workers who take courses during the summer.

23.4 Awards

23.4.1 A professional growth increment award based on completion and approval of the above requirements will be \$40 per month. Effective January 1, 2015, any future awards will be paid at a new rate of \$40.

23.4.2 Awards will be included in the first January 31 or the first July 31 paycheck (whichever occurs first) following completion of the required course work and submission of proof of completion to the Associate Vice Chancellor. The amount will be included in each subsequent paycheck of the worker during employment with the District.

23.4.3 Educational Awards:

Effective September 1, 2014, a permanent worker, upon receipt of any of the following while employed by the District, shall receive the specified cash award:

A permanent worker who completes a GED/High School diploma will receive a one-time cash award of \$100.

A permanent worker who completes an AA or AS degree will receive a one-time cash award of \$250.

A permanent worker who completes a Baccalaureate degree will receive a one-time cash award of \$500.

A permanent worker who completes a Master's degree will receive a one-time cash award of \$1,000.

A permanent worker who completes a Doctoral degree will receive a one-time cash award of \$1,500.

ARTICLE 44**Professional Growth and Development****44.1 Purpose**

The Full-Time Academic Salary Schedule allows for automatic step advancement through Step 12. The purpose of this article is to encourage the continued professional growth of members through on-going updating of knowledge and ability, development of new skills and continuous analysis and improvement of professional expertise, by allowing for additional step advancement on the Salary Schedule.

44.2 Eligibility

All regular members who are currently on or within one (1) year of step 12 and are in Satisfactory or Exemplary status shall be eligible to apply to receive Professional Growth & Development (PG&D) salary schedule step advancement. Thereafter, during the final year of the growth step, the member is eligible to apply to move to the next growth step. The member must be in Satisfactory or Exemplary appraisal status to apply for any PG&D step and the member must remain in Satisfactory or Exemplary appraisal status throughout the term of the professional growth project.

44.3 Professional Growth and Development Committee**44.3.1 Membership**

The District's PG&D Committee shall consist of the following: a) four (4) regular members appointed by ACE, AFT 6554, two (2) from West Valley College and two (2) from Mission College, and b) two (2) educational administrators or their faculty designee, one (1) from Mission College and one (1) from West Valley College, each appointed by the President. One faculty member from the Committee shall be identified as a Resource Person for purposes of assisting faculty in meeting established guidelines and filing the necessary proposal or report.

A Committee member missing two (2) or more consecutive meetings may be replaced by the appointing body at the request of the Chair. Four members in attendance shall constitute a quorum. It will take a vote of two-thirds (2/3) of those present (minimum of three) to reconsider a previous decision.

A member may not vote on his/her own proposal for a professional growth step.

44.3.2 Term of Appointment

The members shall serve for a period of four (4) years on a staggered basis. To ensure

that at least one member of the Committee shall serve for the duration of a regular proposal, the terms shall be staggered such that no two members' terms will expire at the same time. Members may be appointed by ACE, AFT 6554 to the Committee for more than one term.

44.3.3 **Chairperson**

The Chair shall be one of the regular faculty members of the Committee, whenever possible one who has been on the Committee for at least one (1) year. The Chair shall be elected by a majority vote of the Committee and, as much as possible, the position shall alternate between the two colleges. Upon request, the Human Resource Specialist shall provide the Chair with reasonable and appropriate administrative support.

44.3.4 **Responsibilities**

The Committee is responsible for establishing all rules and regulations necessary for implementation of this article, subject to approval of ACE, AFT 6554, with consultation from the District Academic Senate and the Human Resources department.

The Committee is responsible for establishing and publishing all rules and regulations necessary for implementation of this article, including:

- A. Maintaining a permanent file of all PG&D applications, correspondence and compliance records;
- B. Requesting and receiving proposals and compliance reports;
- C. Reviewing and requesting modifications or clarification of proposals and compliance reports;
- D. Transmitting the Committee's preliminary recommendations on new proposals and compliance reports to the appropriate college President;
- E. Certifying that the project has been satisfactorily completed;
- F. Forwarding final recommendations on compliance reports to Human Resources;
- G. Forwarding the final certification of completion to Human Resources for their files;
- H. Forwarding summary statements of completed projects to Human Resources for inclusion in the Board of Trustees' agenda for final approval.

44.4 Requirements

To qualify for advancement to a growth step, a member must fulfill two requirements:

1. Three (3) years of service
2. Completion of a Professional Growth and Development Project

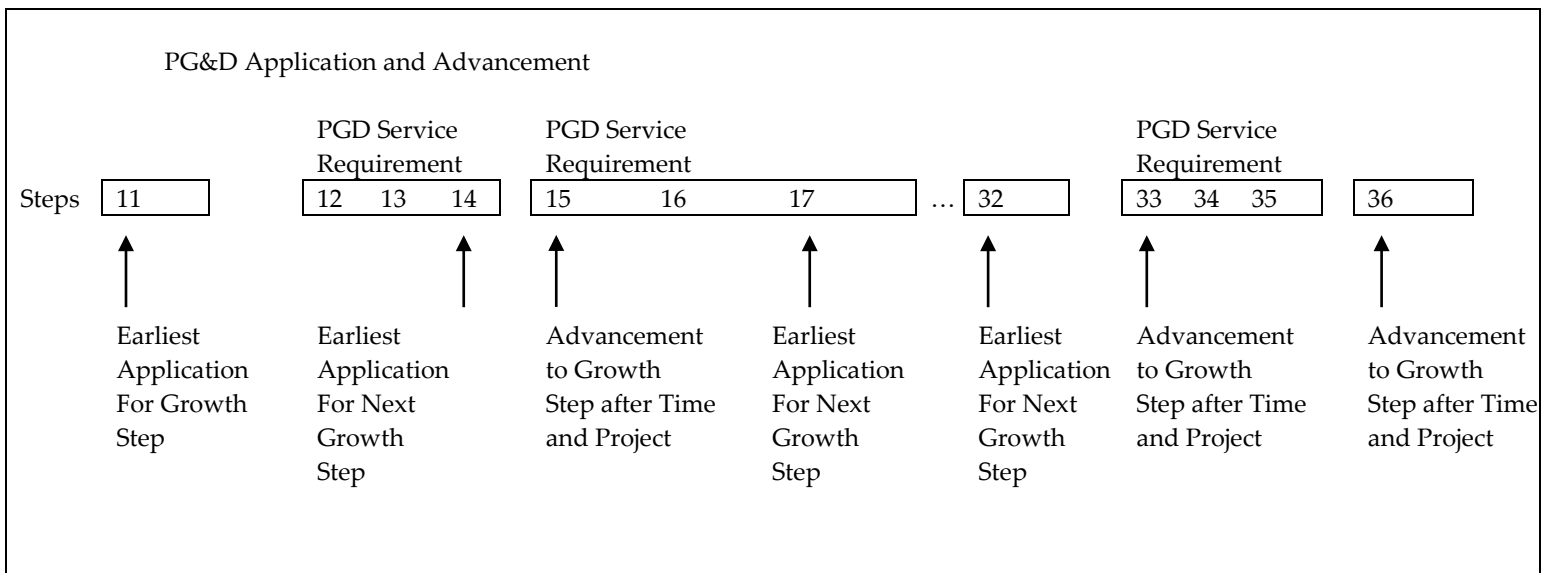
Advancement to the growth step and the corresponding salary increment shall be granted effective the start of the next academic year after the project compliance report is accepted and approved by the Board of Trustees. A member is eligible to submit a

proposal no earlier than one year prior to step advancement to Step 12 or any other growth step.

44.5 Service Requirement

A growth step advancement cannot take place in less than three (3) years. The 3-year time period runs from the time the member is placed on Step 12 or a growth step, not from the PG&D application date. The service requirement may be completed before the member submits a PG&D application.

For example, if a member has been on Step 12 for six years, the member may submit an application for PG&D advancement. Once the PG&D Project has been completed, the member is qualified for growth step advancement. Once the member is placed on the growth step, an additional three years of service is required for advancement to the next growth step. Having served six years on Step 12 does not qualify the member for two growth step advancements.



44.6 Professional Growth & Development Project

Each Professional Growth & Development Project must consist of activities judged by the PG&D Committee to be the equivalent of eight (8) semester units of academic work from an accredited institution, based on one unit = 48 hours. The project must meet the guidelines in this article as well as the specific guidelines supplied by the Committee prior to application.

44.6.1 Project Proposals

The proposal shall describe the purpose of the project, its objectives and the proposed activities and measurable outcomes, as well as evaluation criteria to be used. Anticipated results of the project should be clearly written so that they show the value of the project to the applicant, students and/or college/District.

There are two (2) segments that must be addressed in any proposal.

Segment A

This segment of the project must contain course work or activities equivalent to at least three (3) semester units from any of the following four (4) subject areas: computer technology; instructional/student service methodology; cultural awareness/diversity; and learning theory; or this segment may include activities requested and supervised by the appropriate College President or designee. Course work need not be upper division if the applicant has limited background in the subject area. In-district courses must be taken on a credit basis. If the proposer takes more than three (3) units to satisfy this segment, the additional units may be applied to fulfill all or part of the requirements for Segment B.

Segment B

This segment of the project must contain course work or activities equivalent to at least five (5) semester units (see Article 44.6.3.1). The project must produce a measurable outcome which will benefit the applicant, the college/District and/or the students. This segment of the project shall be submitted:

- A. as a single proposal of five (5) units with a central theme or
- B. as three smaller proposals (one per year). If the projects are submitted yearly, the applicant shall attach an outline of what they anticipate doing when they seek approval of their first section. Each portion of the project may have its own theme, or all three proposals may have one theme.

44.6.2 **Project Limitations**

- A. The project must not involve duplication of sabbatical leave projects, or column advancement course work.

Exception: Course work may be applied to move from Column A to B or from Column E to F at the time the degree is awarded. (Duplication refers to context, not to methodology. Chairing major college committees could be used for more than one growth step).

- B. The project must not involve activities which are part of the applicant's paid duties and responsibilities (i.e. those tasks which an individual is performing as institutional responsibilities or as a necessary part of their main load duties.) The activities used for PG&D must be "over and above" the tasks assigned within the Department or Division.

- C. The project must not involve activities completed prior to January of the project application approval year with the following exceptions:

1. The activity will not be available at any other time during the following three (3) years and the applicant's participation in the activity would serve the educational needs of the students and/or the college. A letter from the college President attesting to this must accompany the application.
2. The member has been elected chair of an eligible college/District committee or of a local, state or national professional organization within the immediate three (3) years preceding the application. Documentation of this must be included in the application and must meet the guidelines in this article under Approved Activities/Organizations Activities.

44.6.3 **Approved Activities**

44.6.3.1 **Credit Course Work**

A "credit" grade, or a grade of C or better, must be obtained. All units must be calculated in semester units (multiply quarter units by two and divide answer by 3 to obtain equivalent semester units). Upper division or graduate level course work from an accredited institution is required for Segment B except for the following circumstances:

- a. The object of the project is to enable the member to move to a new discipline in which there is a District need.

- b. The subject is new to the applicant and lower division course work is required in order to obtain or further an understanding of the new subject.
- c. Lower division course work is appropriate due to advancement in knowledge and technology in the applicant's discipline or closely related field.
- d. The object of the project is for the member to study classroom and teaching techniques over an extended time period.
- e. In all cases, when the applicant wishes to use lower division course work for PG&D credit, the applicant should consult with and obtain a written recommendation from the Vice-President of Instruction for inclusion in the application.

44.6.3.2 Curriculum Development

Curriculum development proposals are eligible for credit when suggested and/or recommended through a formal program review process or through a similar process developed by the applicant's Department/Division.

Requests to develop curriculum must be accompanied by written recommendations from the applicant's Department Chair/Division Chair and Vice-President of Instruction. Such recommendations should address the identified needs of the department/division/college and the feasibility of offering the course(s) after developed. Such requests should be accompanied, if possible, by a letter from the curriculum committee that the proposal is in keeping with the committee guidelines.

44.6.3.3 Participation in Workshops and Conferences

A workshop/conference participation activity requires that the proposal contain specific information regarding the subject of the workshop or conference and its relationship to the project theme. In order to be approved for PG&D credit, specific information such as dates and location must be evaluated by the Committee and should be included in the original proposal if known, or forwarded to the Committee before attendance if unknown at the time of application. A half-day conference is valued at 0.125 units. For conferences lasting one day or more, each day is valued at 0.25 units. Travel time is not included. Members who are presenters at conferences or workshops may apply for PG&D credit under Organizational Activities below.

44.6.3.4 Organizational Activities

PG&D credit is available for organizational and/or committee work which is not otherwise compensated by either assigned time or stipend. Applicants for PG&D may apply for such credit retroactively for work done within the immediate three (3) years

preceding the application. A maximum of two (2) units may be earned for organizational activities per growth step.

One (1) unit of credit maybe earned for chairing a major college committee for one year in which no release time or remuneration is given. Examples would include, but not be limited to, chair of an APPS/program review committee, chair of any faculty or administrative hiring committee, or chair of a contract faculty appraisal team. One-half (0.5) units of credit may be earned for service such as Academic Senate Vice-President, Student Club Advisor, Faculty Mentor, or Accreditation Standard committee chair.

Major college committees include, but are not restricted to, PG&D, Sabbatical Leave, Performance Goals, Curriculum, Accreditation Standard and Academic Senate. Chairing or being a member of, and playing a substantial role in the work of, other committees may be individually approved by the PG&D Committee if the time and level of commitment by the applicant is equivalent to the committees described above.

Regular members who undertake a substantial portion of the work activities of a committee, task force, or other college/district group or who are presenters at conferences or workshops may be eligible to receive Professional Growth and Development credit for this work. The work (committee or other) must be substantial, must be done outside of regular committee meetings, must be described in the application for PG&D credit and verified by the chair of the committee (or other appropriate person). It must be composed of at least 24 hours of work for each 0.5 units of PG&D credit sought.

Eligibility for this PG&D credit requires attendance at any related workshops or training sessions, when available, during flex days or at other designated times. However, workshop credit may count toward flex day obligations or toward fulfilling the PG&D educational component but not both.

Serving as a major officer (President, Secretary, Treasurer or the equivalent) of a local, state or national professional organization is valued at one (1) unit for each year in that capacity. The achievements of the organization of which the member was a participant must be summarized in the compliance report and should be related to the proposer's field of expertise.

44.6.3.5 **Travel**

Travel must produce a measurable outcome that will enhance a member's performance in his/her discipline or benefit the students, college and/or the District. What is learned from the travel must be demonstrated to be measurable; slides, travel itineraries, receipts, or tickets are not measurable outcomes. Examples of measurable outcomes are: a series of slide presentations accompanied by appropriate scripts

relevant to themes or concepts in a particular course that you teach; sets of handouts with written outlines for accompanying lectures; written outlines for a series of lectures. The compliance statement must specify how the travel will be incorporated into the measurable outcome proposed.

44.6.3.6 **Authorship**

A published article may be valued at up to two (2) semester units; and a book may be valued at up to eight (8) semester units. The Committee shall determine the unit values individually, based on time and work information supplied by the applicant. Evidence of publication, or of interest in publication from some publisher, of the article or book must be included in the compliance report.

44.6.3.7 **Contribution to the Arts**

Significant contributions to the arts (performing, visual, etc.) may be valued at up to five (5) units. The Committee will determine the unit values on a case-by-case basis determined by time and work information supplied by the applicant. Evidence of jury, presentation or other professional review, if appropriate, must be included in the compliance report.

44.6.3.8 **Research**

Research activities must be related to the member's discipline, or identified college or District needs. The Committee will determine unit values individually, based on time and work information supplied by the applicant.

44.6.3.9 **Work Experience**

Work experience may be included in a project. Such work experience must be related to the applicant's discipline and any remuneration must be justified to the Committee.

44.6.3.10 **Other Activities Projects**

Other projects which have a central theme and identifiable/measurable results which will benefit the applicant, students and/or the college/District may be proposed. The Committee will determine the unit value of the project individually based on time and work information supplied by the applicant. Unit value shall be assigned based on one unit = 48 hours.

44.6.3.11 **Performance Objectives**

Any division chair or department chair may initiate a request for professional growth activities within the PG&D guidelines with a project using managerial performance objectives.

44.7 Procedure

Prior to applying for a PG&D project, it is strongly recommended that the applicant obtain a copy of the PG&D Committee's Guidelines and attend a Committee-sponsored meeting before submitting a proposal. The guidelines may be obtained from the Human Resources Department or the PG&D Committee. The applicant is urged to request assistance from the Committee's identified Resource Person in meeting these guidelines.

44.7.1 Application and Review Process

44.7.1.1 Written proposals shall be submitted to Human Resources by the second Friday in October. Assuming the proposal meets the general requirements of this article, the Committee shall not disapprove any proposal without first requesting modification or clarification from the proposer. A member is eligible to submit a proposal no earlier than one year prior to step advancement to Step 12 or any other growth step.

44.7.1.2 All requested modifications or clarifications requested by the Committee after review of the proposal must be returned to the Committee Chair by the date indicated in the request for modification/clarification. It is the applicant's responsibility, not that of the PG&D Committee, to ensure that all requests for modification or clarification are completed in a timely manner. Failure to do so may result in a delay of approval until the following year and hence a loss of a year for completion.

44.7.1.3 All proposals, together with the Committee recommendations, shall be forwarded to the college President for review by the first Friday in March. The President shall meet and confer with the Committee Chair (or, if indicated, the entire Committee) prior to making recommendations regarding the proposals.

44.7.1.4 Applicants whose proposals are rejected by the Committee may appeal in writing to the President. Such appeals must be received within fifteen (15) working days of written notification of rejection. If the President agrees with the Committee decision, he/she shall inform the Committee, the applicant, and Human Resources in writing. If the President does not agree with the Committee, he/she shall discuss the appeal with the Committee chair before reaching a final decision and shall communicate the decision to the Committee, the applicant, and Human Resources in writing.

44.7.1.5 All decisions of the President with regard to PG&D proposals may be appealed to the Chancellor. Such appeals must be received within fifteen (15) working days of written notification of rejection from the President. If the Chancellor agrees with the

Committee decision, he/she shall inform the Committee, the applicant, and Human Resources in writing. If the Chancellor does not agree with the Committee, he/she shall discuss the appeal with the Committee chair before reaching a final decision and

shall communicate the decision to the Committee, the applicant and Human Resources in writing.

44.7.2 **Completion and Compliance**

The completion year of the PG&D project is the academic year (refer to Article 16) in which the PG&D project is completed and the compliance report is submitted to Human Resources.

44.7.2.1 Projects normally shall be completed within a three (3) year time frame from the first Friday in June of the year of approval.

44.7.2.2 Once a project proposal has been approved, no revisions shall be accepted, with the following exceptions:

44.7.2.2.1 Minor Revisions: Courses or workshops and conferences may be changed so long as the level of the courses remains unchanged, the theme of the project is maintained, and the hours involved are unchanged. Advance request for approval by the Committee is recommended to avoid the possibility of rejection of the compliance report, but it is not required. The applicant must, however, submit the information about the change in writing to the Committee within a month of making the change or, if it is in the summer, by the beginning of next term.

44.7.2.2.2 Major Revisions: Any revision that is not a minor revision as defined above shall be submitted to the PG&D Committee in writing and shall be considered on an individual basis. Approved major revisions shall be submitted by the Committee to the President for review and final decision. The appeals process for major revisions shall be the same as for initial proposals. (Article 44.7.1)

44.7.2.2.3 A written compliance report (an original plus one copy) which includes evidence of completion shall be submitted to Human Resources no later than the first Friday in April of the completion year. If the first Friday in April is not a scheduled day of instruction, then the due date will be the following Monday. If clarifications/modifications of the Compliance Report are requested by the PG&D Committee, the applicant shall respond in writing to the Committee and the response must reach the Committee by the date specified in the request. Failure to do so may result in delaying approval of the growth step.

If, by the first Friday in April of the year of completion, all required work has not been concluded (e.g., course work is in progress, workshops/conferences are to be attended) but will be completed by the first Friday in June, the applicant must submit their Compliance Report by the first Friday in April and indicate that they shall forward the documentation of completion of the missing work to the Committee Chair upon completion. The latest time for documenting unfinished work is the second Friday in June of the completion year.

All compliance reports that have been recommended for acceptance by the Committee shall be forwarded to the President with the Committee's written recommendations for review by the third Friday in June. After the President's review, the Committee's final recommendation shall be forwarded to Human Resources. Human Resources shall forward the recommendations to the Board of Trustees for final approval of the growth steps to ensure compliance with Article 44.7.2.2.5 below.

- 44.7.2.2.4 Rejections may be appealed in writing within fifteen (15) days of receipt of the rejection notification. Such appeals must be made to the Chancellor.
- 44.7.2.2.5 The salary increment for an approved growth step shall be implemented the first pay period of the regular academic year.