

Parkland College Faculty Academy



*Professional Development Certificates and Planning
for all Parkland College Faculty*

A. *What are the goals of the Faculty Academy?*

The Faculty Academy aims to help faculty create a goal-directed professional development plan in order to target specific areas of professional growth. Faculty earn credits through a variety of instructional opportunities at Parkland College as well as from external faculty development avenues.

B. *What is Professional Development in regards to the Faculty Academy?*

Professional Development that counts toward the Faculty Academy includes targeted activities that enrich faculty roles and/or activities involved in helping others at Parkland College.

Activities should be part of broader goals while working towards improving skills as faculty. However, duties that are a regular part of a faculty member's service obligations are not typically considered to be part of their professional development.

C. *How can a faculty member create a professional development plan?**

1. According to best practices, the faculty member organizes his/her professional development learning plan (see Addendum A) for a semester or longer by meeting with his or her department chair, program director, or other supervising faculty.
2. The faculty member's professional development learning plan is central to this process. Academy credit is available for a range of professional development activities but those activities are best implemented as part of a set of teaching and learning goals.
3. Internal Center for Excellence in Teaching and Learning (CETL) sessions and EDU courses are automatically tracked by CETL.
4. Conferences, webinars, or workshops in the faculty member's field also count towards Academy credit, but must be documented with total contact hours and a completed Summary and Reflection form. A collegial discussion or workshop at the college is also highly encouraged when appropriate as it creates a larger knowledge base and benefits the entire college.
5. When the appropriate number of credit hours is achieved, all documentation is compiled and submitted to the appropriate PDIT staff member.

* This process may be modified in the future to reflect the most equitable professional development support. Please see Addendum A: the Professional Development Plan Form which aids in the documentation process.

D. *What professional development opportunities exist in the Faculty Academy?*

There are two pathways to obtain Faculty Academy credit.

1. Professional Development Certificates [5 credits each]

Professional Development Certificates aim to motivate faculty to engage in professional development by:

- Offering a choice of what certificate to pursue
- Focusing on specific aspects of professional development in each certificate
- Broadening the range of what are considered to be professional development activities

Below are the certificates offered with possible *examples*. The actual activities/credits for each Certificate may be tweaked to best meet faculty needs. See Addendum B for more examples.

	Certificate in Engaged Pedagogy	Certificate in Exploring Technology	Certificate in Supporting Students	Certificate in Effective Assessment	Certificate in Mindful Teaching and Learning	Certificate in Supporting the College
Goals	Support development & implementation of best teaching practices	Support use of technology in teaching and best practices in online & hybrid classes	Support awareness of and support for diverse student needs	Support understanding & development of course, program, Gen Ed, and college assessment	Support faculty, staff, and student mindfulness and wellness as part of professional development.	Support faculty and staff in sharing their expertise with others in the college
Examples of Parkland Classes & eLearn Sessions	EDU 931: Instruct. Design, EDU972: Faculty Orient.; EDU 974: Student engagement tech. TurnItIn eLearn	EDU914: Instruct technology skills, eLearns: Virt. Classroom, Remote Proctoring	EDU 921: Creating Accessible course resources, eLearn: Attendance widget; Ally training	EDU 931: Instruct. design, EDU 975: Assess., eLearn: Disc Grader	eLearn: Fin. Aid, Mindfulness, Communication skills	EDU 971: Special Topics, EDU classes on leadership or to support teachers in creating their own CETL sessions or EDUs
CETL Sessions, Workshops, & Events	CETL sessions related to pedagogy, Faculty Orientation, Plickers, Teaching teens, Teaching Toolbox Series, Great Teachers Retreat; FYE and One More Student Training; TLC's (small group teaching and learning communities)	CETL & COBRA sessions on best practices in use of technology and teaching online, ZipGrade, I+T=E Tech retreat; 508 Accessibility awareness and pedagogical changes	CETL sessions related to diversity, cultural awareness, mental health, differences in abilities, etc. Prepping students for College, One More student, FYE, WeResolve, Great Teachers, Recognizing Distress, Teaching Resources; TLC's (small group teaching and learning communities)	CETL sessions on assessment, updating CIFs, Prog assess., Gen Ed norming and assess., CIF Revision, GenEd, Dept/Division Assess., NILOA visit, assignment charette	CETL and college sessions related to health and wellness, Restorative practices, Relevant Book Groups, Carle EAP, Teaching and Learning Communities	CETL and college sessions related to leadership and service, IDEAs grants, Leadership Retreat or Academy
Facilitation	Facilitating EDU courses (will earn the facilitator a stipend OR up to 2 academy credits)					
External opportunities	External opportunities relevant to a specific certificate (e.g., Great Teachers' Retreat, Illinois Online Network Master Online Teacher Certificate, etc.); other external opportunities include field-specific training to keep up licensure or other professional qualifications relevant to the instructor's teaching role at Parkland College.					

Scholarship	Articles, books, and conference posters and presentations related to a specific certificate					
And more!	Title VI Global Awareness; Growth Mindset, Student Response Systems, Evidence-based practices, Academic Skills; supervising service learning, Etc.	ION Master Online Teacher Cert, Etc.	Mental Health First Aid Training; Evicted book group; Language or other culture-specific classes; Intl/Global awareness, One More Student/FYE; supervising honors projects; advising student groups Etc.	HLC Conference, Assessment Institute Etc.	Engaging in intentional practices and courses to promote focus and attention strategies, healthy choices for students, and mindfulness-related programs and courses to improve teaching and learning; Health Ed courses, Etc.	Leadership Retreat, Chairing a PCA committee w/o ECH Faculty Mentors, Chair Mentors, Honors Projects, Service Learning, Study Abroad; PD Ambassadors; Etc.

2. Traditional Path to the Faculty Academy

The traditional faculty academy is open only to faculty who started teaching at Parkland College *before* July 1, 2018. The same activities and courses apply here as well, but do not need to fit neatly into certificate options. Faculty who began work before July 1, 2018 may use this path or the Certificate path.

- EDU courses (each course is typically from 0.5 – 2.0 credits each)
- CETL sessions (15 contact hours = 1 credit)
- CETL eLearn sessions (1 eLearn = 1/15 credit)
- Courses at Parkland College or Other Accredited Institutions (credited as transcribed hours)
- Participation in and/or presentation at professional development conferences or trainings (with evidence of attendance and hours).
 - 15 Contact Hours = One Credit HourCredit will be given after completion of one of the following:
 - Conference/training information and a completed Summary and Reflection Form (see Addendum C)
 - Presentation/workshop/training organized through the Center.

E. “Grandfathering” in of Professional Development credits

Qualifying professional development activities completed prior to 2018 may count toward either path of the Faculty Academy. However, there is usually a *time limit* of 3 years for “grandfathering” professional development credits for either track. For example, if faculty members attended a one-day (8 contact hours) conference in their field in Spring, 2016, then they could choose to apply that (approx.) 0.5 credits professional development credit to the certificate. However, if they attended the same conference in 2013, the professional development credit may not be grandfathered in. Some exceptions may be granted on a case by case basis.

There is also a *credit limit* for “grandfathering” professional development credits towards the Certificate track. A maximum of 2 credits (i.e., 30 contact hours) of one particular professional development activity completed prior to July 1, 2018, may count towards a Certificate. For example, if someone has been doing personal fitness training for 3 straight semesters (fall, spring, summer) prior to July 1, 2018, a maximum of 2 credits of that personal fitness training may count towards a Certificate in Mindful Teaching and Learning, even though those 3 straight semesters fall within the 2 years mentioned in the previous paragraph.

F. Repeating Activities for Professional Development credits

Other than the exceptions mentioned in the previous section, qualifying professional development activities may be repeated in either path of the Faculty Academy. For example, a faculty who teaches a 1-credit EDU course for 4 terms who does not receive any other compensation for teaching that course, may earn up to 6 Academy credits for teaching that course (2 credits for developing and teaching it the first time and 1-credit after that). Faculty may choose to be paid a stipend for teaching the course **instead** of receiving academy credit. Stipends will depend on fund availability, but may be up to \$600 per EDU course. Stipends will be granted at the completion of teaching an EDU course. Faculty may not receive a stipend AND Academy credit for the same course.

G. What activities can faculty members participate in as part of the Faculty Academy?

Please see the Certificates chart above along with Addendum B.

H. What are the procedures for earning Faculty Academy incentives?

Credits used for Faculty Academy credit can only be counted once. Therefore, once used to earn a certificate, courses, sessions, and activities may not be counted again for another certificate.

Full-time Faculty Requirements:

- Certificate route: Each Certificate is 5 credit hours. Completion of 3 Certificates creates eligibility for their base pay bump of \$500.
- If more than 10 credits were earned prior to July 1, 2018, the traditional method may be used for the entire 15 credits.
- If fewer than 10 credits were earned prior to July 1, 2018, either the Certificates track or a combination of the two tracks must be used to complete the necessary 15 hours for Faculty Academy completion. *An exception may be made if the remaining credits are part of a department-specific professional development plan.*
- If the 15 semester hours are part of a later earned degree, the \$500 will be considered as an advanced payment toward any earned degree increment referenced in the contract.
- A maximum of 3 of the 5 credit hours for a Certificate may be external to Parkland.
- Faculty can be working on more than 1 certificate at time.
- Fifteen Faculty Academy credits can be used for a **one-time increase in the annual base salary**, according to the contract language below.

According to the PAE Contract (AY19– AY21), “In an effort to assist bargaining unit members to keep current in the technology, advanced technical training, or pedagogy of their disciplines, each bargaining unit member is encouraged to develop a professional development plan with his/her department chair and approved by the division dean in consultation with the Vice President for Academic Services. When a bargaining unit member completes 15 semester hours of approved professional development, an additional increment of \$500 will become a part of the annual base salary in the next contract. If the 15 semester hours are part of a later earned degree, the \$500 (available one time only) will be considered as an advanced payment toward any earned degree increment referenced in Article III, Section E, Paragraph 3; all other conditions of this section apply” (page 27).

After completion of the credits, documentation of the 15 credits must be submitted to the Dean of Learning Support and the Vice President for Academic Services, by the end of the contract year for the next contract.

Part-time faculty Requirements:

For any new part-time faculty starting after July 1, 2018 and for those who have already obtained a \$500 Faculty Academy stipend, only the Certificate Track can be completed to receive a stipend. For part-time faculty who started at Parkland prior to July 1, 2018, the Traditional method OR the Certificate method may be used for their first stipend. After completion of the first stipend, only the Certificate path can be completed. Please note these stipulations:

- Each Certificate is 5 credits
- Completion of 1 Certificate creates eligibility for the \$500 stipend

- Faculty can be working on more than 1 certificate at time but cannot receive more than 1 stipend per year.
- A maximum of 3 of the 5 credit hours may be from professional development external to Parkland. Graduate credit that contributes toward a potential compensation category increase does not qualify.
- Once used to earn a certificate, courses, sessions, and activities may not be counted again for another certificate.
- There are limited funds available each year. Eligible faculty who have not received the Faculty Academy stipend before will be prioritized over those who have.

Parkland College

Professional Development and Instructional Technology Center for Excellence in Teaching and Learning

PROFESSIONAL DEVELOPMENT PLAN

Name: _____ Email: _____

Current Title: _____ Current Employment Type: _____

Current Unit: _____ Current Chair/Supervisor: _____

PDIT Representative: _____ Email: _____ Meeting Date: _____

PART A: Professional Development Goals

Please reflect on your position and your current goals as a teacher and expert in your field. *Please include the timeline for achieving your goals.*

Faculty members' goals and timeline for reaching goals:

Chair/Supervisor's suggestions about goals and timeline for reaching goals:

PDIT/CETL representative's suggestions about goals and timeline for reaching goals (optional):

PART B: Specific Activities Needed to Achieve Professional Development Goals

Please indicate what professional development opportunities or activities are available (at Parkland College, in the community, or in the employee's broader professional life) that will help the faculty member progress towards her/his goals. *Please be sure to include specific resources for professional development (websites, contact names, & emails). A conversation with a representative from PDIT is recommended to help formulate a plan, especially as it relates to CETL programming.*

Faculty's suggestions of activities related to professional development goals:

Chair/Supervisor's (or designee) suggestions regarding PD activities:

Final Agreed-Upon PD Activities:

Professional Development Activities

The following is a portion of what is offered through the Center For Excellence in Teaching and Learning. There are many CETL sessions that count towards the Faculty Academy that are not mentioned here. Email CenterForExcellence@parkland.edu for more information or to register.

Sample CETL-sponsored Retreats & Workshops

Great Teachers Retreat

8 Contact Hours = 0.5 credit

This day-long retreat encourages collaboration and discussion among faculty from other community colleges in Central Illinois. It's part of the larger Great Teachers Movement.

Instruction + Technology = Engagement conference

8 Contact Hours = 0.5 credit

This day-long workshop is modeled after the Great Teachers Retreat with a focus on current technology that helps engage students.

Leadership Retreat

24 contact hours = 1.5 credits

This 3-day retreat focuses on the history and mission of Parkland and focuses on leadership development.

One More Student Workshop

4 contact hours = 0.25 credits

This workshop series focuses on student retention, persistence and success.

FYE training

Credits vary

This is a student-centered training for instructors teaching First Year Experience courses.

TLCs (Teaching and Learning Communities)

(Every 15 contact hours earn 1 credit)

These interdisciplinary small groups will vary according to the needs of the group. TLC's will work on a particular topic, project, or will study relevant research in the field in order to improve teaching and learning at Parkland College. Groups will work with the Faculty Engagement Coordinator to record projects and hours.

EDU Courses

- All course information forms for the following EDU courses are filed with the State and are eligible for State apportionment and for CPDU credits for our K-12 partners. The following list will evolve according to needs and opportunities. Credit hours and workloads vary. See offerings each semester for specifics.
- Prerequisite for all courses: Concurrent teaching employment.

Leadership

Leadership Conference and Academy

This cohort of Leadership Conference attendees works through leadership development material throughout 1 semester. Credit is granted for participating fully in the Leadership Conference and is also granted upon completion of a reflective summary or other appropriate project or presentation for the Academy. (*Not repeatable for credit.*)

Assessment

EDU 975 Assessment Best Practices

This course is an overview of the process of academic assessment in higher education. Topics covered include the value of academic assessment, steps in the assessment process, use of assessment results and the evaluation of assessment efforts. (*May be repeated for credit***)

Discipline-Specific Seminars

EDU 971 Departmental Discipline Specific Seminars (*May be repeated for credit***)

Online Teaching and Learning

EDU 914 Instructional Technology Skills, Strategies, Design and Pedagogy

This 8-week course is designed to support faculty in discovering, sharing and applying best practices in teaching and learning in an online environment. This course will prepare faculty for teaching in the online environment, particularly utilizing Cobra Learning with additional focus on online course engagement, content creation and delivery, and course design and management. Completion of EDU 914 will certify Parkland faculty to teach online. (*May be repeated for credit***)

New(er) Faculty Orientation

EDU 972 Orientation for Faculty

Serves as part of the Faculty Orientation (for both part-time and full-time faculty). The course engages new faculty in reflecting on best practices in teaching and learning. It provides an overview of the College's campus, leadership, culture and resources. Topics such as: Creating a Community of Learners, Planning for Outcomes, Active Teaching and Learning, Assessing Teaching and Learning, Teaching with Technology and Moving Beyond the Classroom. (*Not repeatable for credit*)

Student Engagement

EDU 974 Student Engagement Techniques

This course examines theoretical and practical perspectives on student engagement techniques for college faculty. Topics include defining and describing engagement, investigating motivation and active learning and

promoting synergy between them, as well as many practical reflections, examples and student engagement techniques and tools that can be used in the classroom. *(May be repeated for credit**)*

Accessibility

EDU 921 Creating Accessible Course Resources

Many educators are under-prepared to deal with accessibility issues, particularly after having found out that they have a student needing accommodations. This course is designed to help faculty meet the challenges of addressing accessibility in their courses. The intent of this course is to teach practical skills using readily available tools that will allow you to make your courses more accessible regardless of whether you have a student with disabilities. *(May be repeated for credit**)*

Instructional Design

EDU 931 Instructional Design Practicum

This is a practical course designed for busy teachers who want to design a new class or make changes to a class they are already teaching. Course goals include helping teachers understand the basics of instructional design and some of the approaches to it; providing research-based information to help teachers determine what goals, activities, and assessments may be most appropriate for their class; and ensuring that the teacher has a new course, or has made effective changes to an existing course, that are ready to use as soon as possible. *(May be repeated for credit**)*

*** Outcomes Assessment is required if it is not already built into the course (i.e., Reflective Essay, Course Assessment, or Classroom Research Report, other appropriate project).**

**** Because teachers, technology, and trends in instructional design, assessment, student engagement and accessibility evolve quickly in higher education, many of our EDU courses are repeatable with the stipulation that those taking these courses will do their final projects or designs on different classes or aspects of teaching.**

eLearn Sessions

These are self-paced and take place entirely online in Cobra Learning. Each eLearn takes about an hour to complete and is worth **1/15 credit**, which is the same as a 1 hour CETL session. Email CenterForExcellence@parkland.edu with questions or to register.

508 Accessibility Compliance

You have probably heard the buzz around campus regarding 508 Web Content Accessibility. Students may not register as having a disability, but that doesn't exempt us from providing accessible content to all. So, this eLearn session will provide important information about the law as well as Universal Design for Learning and how it can help you develop accessible content before you need it. You'll also learn how Accessibility Services and PDIT are teaming up to help you by providing resources, training, and support with creating course content.

Badges/Awards

You've probably heard about badging in education. "Rewarding" users with a visual accomplishment badge that shows in their profile. Cobra Learning has such a tool and it's called Awards. This tool allows you to create and/or use pre-created badges and assign tasks and conditions to them. You can even award a certificate for the completion of certain badges. The badges reside in Cobra or can be exported to a portfolio like Mozilla Backpack. In this eLearn session, we'll look at how badges/awards can be used and how to set

them up. In fact, every eLearn session is already making use of these awards, so you'll earn a badge for the completion of this (and all other) eLearn sessions.

Virtual Classroom

Looking for an easy way to offer online office hours? We may have the solution for you! Join us in this eLearn session to discover a built-in tool in Cobra Learning called Virtual Classroom. This web conferencing tool offers whiteboard capability, screen and document sharing features, and webcam/audio/chat options. Meet with individual students or meet with groups of students. Scheduling recurring office hours for the whole semester with one setup process. Invite a guest speaker and record it for playback later. Come learn about ways to further engage your online students!

Turnitin: Improve Writing. Prevent Plagiarism

Turnitin is a software that provides instructors with the tools to engage students in the writing process, provide personalized feedback, and assess student progress. It will provide students and faculty with a detailed similarity report to ensure originality in student submissions. Turnitin is integrated with Cobra Learning, which makes it easy to set up and use. So, join us in this eLearn session to find out how to use Turnitin and what Parkland faculty have to say about it.

Financial Aid Awareness for Faculty and Staff

Financial aid can be complicated and confusing for faculty and staff (so imagine how the students feel!). Join us in this eLearn session and learn some basic information about the early FAFSA application date, withdrawals and how they impact financial aid, earned vs unearned Fs, refunds, and satisfactory academic progress.

Remote Proctoring

Want to offer your exams online, but need to ensure integrity of the test? Then perhaps this session on Remote Proctoring is for you! Honorlock is a remote proctoring software that allows students to take their exams from anywhere (including the comfort of their own home) using a webcam and special software to record their activity. The attempts are recorded and reviewed by professional proctors and a report of the student activity is provided to you for review. It's similar to ProctorU, but at half the cost to students! The software is integrated in Cobra Learning already, making it very easy to get started. You can use it for one student or for your entire class. This session will explain how it works and how to set it up in your online course.

Cobra for the Classroom eLearn Session

Cobra Learning is Parkland's learning management system for course delivery. It is not ***just*** for online and hybrid courses. Your students are already in Cobra, so why not join them? Cobra can be adapted for classroom use and make providing documents, including your syllabus, easier. Maintaining grades in Cobra also helps to keep your students up-to-date on their progress. So, put down that chalk and join us to learn more about how to make Cobra work for you in your classroom courses as well!

Intelligent Agents eLearn Session

Intelligent Agents, your mission, should you choose to accept it, is to learn about this Cobra Learning tool that will help you create customized communications with your students (or simply notifications to yourself) for the completion of designated activities. If a student has not logged in for a set number of days, determined by you, you can send yourself a notification and/or send a personalized note to the student – all by preprogramming the intelligent agents tool. You can also send notices to your students for achieving

certain objectives (assignment submission, quiz score, etc.). The tool can help to increase your contact with your students in a positive way and (hopefully) keep them engaged in your course. Good luck, agents! *(This message will self-destruct in 3 – 2 – 1)*

Films on Demand eLearn Session

You've heard about it, so why not learn more? Films on Demand is a database of academic videos and video clips covering a wide variety of topics that is provided by Films Media Group. The Parkland Library subscribes to this service and there are offerings in dozens of categories from the sciences to health to history to business. Integrated with Cobra Learning, Films on Demand can offer a layer of engagement to your courses that goes beyond what YouTube can offer. Additionally, Films on Demand offers close-captioning and/or transcripts for the videos, making them readily accessible for use in your class. Join us to see what Films on Demand can do for you!

Discussion Grader eLearn Session

The Discussion Grader tool, in Cobra Learning, is a custom tool that can reduce the amount of time required to score discussion topics in large classes. It was designed to be "fast and efficient" and can make grading for the purpose of posting much easier. (NOTE: if your discussion grading is based fully on context of posting within threads, this tool may not be for you). If you're looking for a grading tool to help you with grading discussions, join us for a detailed look at this Cobra Learning feature. (This tool is not yet available for wide release. Participants in the session will gain access to the grader upon successful completion of the session).

Attendance Widget eLearn Session

Bueller? Bueller? If you take attendance like this, you definitely need to enroll in this session! Cobra Learning now has an improved Attendance Widget that allows you to quickly and easily set up attendance for your campus, hybrid or online class. You control the settings, including the meeting days and attendance codes. Need it to connect to the gradebook? No problem! It does that, too! It slices; it dices, but it won't Julienne...sorry, we had to draw the line somewhere. Join us online to learn more about this new amazing tool!

Demystifying the Final Calculated Grade eLearn Session

Join us on this safari to see the mysterious final calculated grade in its natural habitat – Cobra Learning! The final calculated grade, in many mysterious forms, is one of the most often requested support questions that we get. So, we've created this session to hopefully take the mystery out of how the gradebook calculates grades and handles extra credit items. It is sure to be an amazing trip! (Disclaimer: please keep your hands inside the learning environment at all times).

CETL Sessions—More Examples

Sessions hosted in CETL are generally counted as 1 hour = 1/15 credit. Sessions vary by semester but in the past have included, but are not limited to, the following:

- Evidence-based best practices in pedagogy
- Growth Mindset
- Student Response Systems (Plickers, Clickers etc)
- Book Discussion groups
- Accessibility help

- Cobra Learning
- Video Captioning
- International/Global awareness
- One More Student/First Year Experience
- Early College Programming
- Mental Health awareness
- Ally Training
- Department-specific teaching/learning innovations
- Stress Management
- Mindfulness meditation
- Communication skills
- Supporting Department or Division Needs
- New Faculty Orientation
- Teaching Toolbox Series
- Diversity & cultural awareness
- FYE-related workshops
- WeResolve peer student support
- NILOA visit/assignment charette
- Restorative practices
- Carle Employee Assistance Program
- Health & Wellness programming
- IDEAs grants
- 508 Accessibility awareness and pedagogical changes
- And More!

Other Activities that may receive Academy credits

**Generally, 1 hour of time = 1/15 credit for each. A reflection or CETL presentation may be required. The activities must be professional development-related by enriching a faculty's professional goals and align with a corresponding Certificate's goals. Faculty may need to fill out a Summary and Reflection form for activities external to Parkland College. Faculty are encouraged to present other suggestions not mentioned here for approval from their chair/supervisor.*

- Supervising A with Honors students and projects (participation in groups through CETL will be required for Academy credit)
- Advising student groups or co-curriculars related to certificate goals
- Facilitating EDU courses (earns the facilitator a stipend OR up to 2 Academy credits)
- Other Parkland courses related to certificate goals
- Faculty Mentoring
- Chair Mentoring
- Supervising Service Learning
- Study Abroad (with approved projects/discussions)
- Training needed for licensure or certification in order to teach at Parkland College
- Discipline/field-specific conferences
- Local Teaching and Learning/Pedagogy conferences
- National Conferences
- Courses from other accredited colleges or universities

- Email CenterForExcellence@parkland.edu or apenne@parkland.edu for more information or suggestions for improving professional development at Parkland College.

Addendum C:

Professional Development Summary and Reflection Form

In order to receive Faculty Academy credits based on professional development external to Parkland College, all faculty must have adequate documentation of contact hours from any training or conference. Adequate documentation may include: receipts and/or evidence for conference or training registration, printed evidence of attendance from conference or training programs, other evidence of attendance. Contact hours do not include time spent traveling or down time at a conference or training event. ONLY hours spent in training or in conference sessions count towards Parkland's Faculty Academy.

Faculty Name: _____

Department/Unit: _____

Department Chair Signature: _____

Conference/Training Event or Workshop: _____

Date(s) of Attendance: _____

Please give a brief summary of the training, conference, or event and explain how this experience benefitted you in your role(s) at Parkland College. You may attach any additional files or documentation to this form.