

Ch4-s3-01

Professional Development

Classification:	Organizational Effectiveness
Responsible Authority:	Executive Director, Organizational Effectiveness
Approval Authority:	Senior Team
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PURPOSE

Confederation College is committed to providing assistance and support to all full time and continuous part time employees to increase the effectiveness of their performance in their present College positions, as well as to encourage employees to obtain skills, knowledge, and abilities, which may improve their opportunities for career advancement within the College.

This Policy stems from the view that professional development and continuous learning are necessary to maintain quality College employees who are able to contribute effectively to the College's Strategic Plan. The responsibility for professional development is a joint responsibility of the employee and the manager.

SCOPE

This policy applies to all full time and continuous part time employees.

DEFINITIONS

Word/Term	Definition
Full Time	Employees on a permanent full time basis as a member of the academic or support staff bargaining unit or as an administrator.
Continuous Part time	Employees who have completed one year of continuous service of: <ul style="list-style-type: none"> at least twenty (20) hours per week (for support or administrative employees); and/or partial load or sessional faculty; and/or part time faculty that have worked in a minimum of two concurrent academic years.
Professional Development	Includes conferences, workshops, seminars, courses, on-line learning, diploma, designation or degree completion, coaching, mentoring, field trips (i.e. to acquaint employees with operations of their institutions), job shadowing, cross training, participation in professional organizations, developmental leaves, intra-college professional development activities, and or research projects.
Professional Development Plans	Refers to a plan developed as a part of the performance management process which identifies individual learning objectives as well as the strategy for achieving those objectives.

POLICY

In keeping with our commitment to lifelong learning, Confederation College will support the professional development needs of all eligible employees by ensuring that professional development plans are developed for all full time employees. Part time employees will also be encouraged to develop plans.

The Professional Development plan will provide the employee with the ability to:

- acquire the knowledge and skills required to maximize his/her performance in his/her current position,
- acquire new competencies in response to, or in preparation for, changing position requirements or new position opportunities,
- develop or redirect his/her career as individual or organizational needs change,
- acquire knowledge and understanding respecting issues of fairness, equity, and human rights,
- develop a personal link to the College's Strategic Plan by ensuring that at least one professional development goal is linked to the strategic plan.

The guiding principles for professional development are:

- **Results-oriented and transformative:** stimulates and supports initiatives to achieve departmental goals and College wide strategic priorities and enhances the leadership capacity within the College.
- **Collaborative and collegial:** values and utilizes the expertise of staff to support learning from each other; develops best practices across disciplines.
- **Responsive to the ever changing needs of our Students and the College:** ensures alignment of employee capabilities with the needs and demands of the changing world and the success of students; fosters practice that is relevant to the experiences and skills of diverse cultures and communities.
- **Designed to promote active learning and present a range of growth opportunities to all employees:** assists employees to have a meaningful role in identifying individualized learning needs, setting personal growth goals, selecting professional development opportunities and evaluating their progress.
- **Connects current theory to practice:** supports exploration, research, construction and application of new skills relevant to employees' role or career plan.

Employees may participate in one or more of the programs offered in conjunction with their personal professional development plan.

PROCEDURE

Confederation College recognizes the needs and desires of employees to pursue excellence through individual professional development. The College offers flexible professional development opportunities to support individual growth and the changing needs of the College. Professional development programs are designed to promote career development and success in the workplace. Current programs offered by Confederation College are attached in Appendices 1 through 6.

	<u>Action</u>	<u>Responsibility</u>
1.	Responsibilities	
	1.1 Employees	
	1.1.1 Have the primary responsibility for their own professional development.	Employee
	1.1.2 Make professional development interests known to their supervisors.	Employee
	1.1.3 Initiate requests to participate in programs relevant to the development goals identified jointly with their supervisors.	Employee
	1.1.4 Attend and participate in development activities as approved or required by their supervisor.	Employee
	1.1.5 Review the Strategic Plan and develop professional development goals that support the plan.	Employee
	1.1.6 Complete the Individual Development Plan as part of the performance appraisal process with your supervisor and submit to Organizational Effectiveness department.	Employee
	1.2 Department Management	
	1.2.1 In consultation with Human Resources as appropriate, assess employee professional development needs.	Department Management
	1.2.2 Encourage and initiate ongoing discussions with employees regarding professional development and provide suggestions where appropriate.	Department Management
	1.2.3 Approve/deny development requests of employees in consultation with supervisors.	Department Management
	1.2.4 Ensure performance appraisals of employees include a discussion of educational and development objectives as appropriate.	Department Management
	1.2.5 Ensure that employees' individual professional development plan supports the Strategic Plan and is submitted to Organizational Effectiveness department.	Department Management
	1.3 Human Resources	
	1.3.1 Assess campus wide development needs and, based on availability of resources, sponsor appropriate development programs.	Organizational Effectiveness
	1.3.2 Review policy and programs at least every 3 years.	Organizational Effectiveness
	1.3.3 Introduce and communicate new programs based on best practices in the field of professional development as appropriate.	Organizational Effectiveness
	1.3.4 Final authority on approvals and denials.	Organizational

			Effectiveness
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SUPPORTING DOCUMENTATION

Appendix 1	Personal Professional Development Planning
Appendix 2	Professional Development Spending Account Process
Appendix 3	Employees Taking College Courses Process
Appendix 4	Tuition Support for Full Time Employees
Appendix 5	Employee Education Loan Program
Appendix 6	Professional Development Leave

RELATED POLICIES

Performance Appraisal

RELATED MATERIALS

- Academic Collective Agreement
- Support Staff Collective Agreement
- Administrative Terms and Conditions

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PERSONAL PROFESSIONAL DEVELOPMENT PLANNING

Components of a successful employee learning experience

- The goals of the employee training or development plan must be clear.
- The employee is involved in determining the knowledge, skills and abilities to be learned.
- The work experiences and knowledge that an employee brings to each learning situation is used as a resource.
- The employee is given an opportunity to reinforce what they learn by practicing.
- The learning environment is informal or formal, safe and supportive.
- The individual employee is shown respect.
- The learning opportunity promotes positive self-esteem.

The employee professional development process

Learning happens all the time whether or not you are fully aware of it.

- Incidental Learning (Incidental learning is some form of accidental / indirect / additional / unplanned learning within an informal or formal learning situation.)
 - For example, it's what happens when we learn something new from watching television, reading a book, talking with a friend, playing a video game or, travelling to another country and surrounding ourselves with the language.
- Intentional Learning (Intentional learning is the "persistent, continual process to acquire, understand, and use a variety of strategies to improve one's ability to attain and apply knowledge".)
 - For example, this can occur in a number of ways such as taking a class, reading a book or observing a colleague.

Employee professional development requires you to approach everyday activity with the intention of learning from what is going on around you.

Who is responsible for employee professional development?

Employee training is the responsibility of the organization. Employee development is a shared responsibility of management and the individual employee. The responsibility of management is to provide the right resources and an environment that supports the growth and development needs of the individual employee.

Managers play an essential role in motivating employees to enhance their skills through professional development. It is the role of the manager to encourage employees participate in development activities. Managers are responsible to ensure employees realize the importance of professional development activities and how such initiatives would benefit them and the College in the long run.

Managers should create an environment where each employee feels motivated to learn something new each day. Managers can set an example by participating in various training programs.

For employee training and development to be successful, managers should:

- Provide a well-crafted and up to date job description - it is the foundation upon which employee training and development activities are built.

- Provide training required by employees to meet the basic competencies for the job.
- Develop a good understanding of the knowledge, skills and abilities that the organization will need in the future. What are the long-term goals of the organization and what are the implications of these goals for employee development? Share this knowledge with staff.
- Look for learning opportunities in every-day activity. Was there an incident that everyone could learn from? Is there a new government report with implications for the College?
- Explain the employee development process and encourage staff to develop individual development plans.
- Support staff when they identify learning activities that make them an asset to your organization both now and in the future.

For employee development to be a success, the individual employee should:

- Look for learning opportunities in everyday activities.
- Identify goals and activities for development and prepare an individual development plan.

The individual development planning process

An individual development plan is prepared by the employee in partnership with his or her supervisor. The plan is based upon the needs of the employee, the position and the College. A good individual development plan will be interesting, achievable, practical and realistic. It is implemented with the approval of the employee's supervisor.

Step 1 - Self-assessment

The employee identifies his or her skills, abilities, values, strengths and weaknesses. To conduct a self-assessment:

- Use one of the suggested self-assessment tools
- Compare your knowledge, skills and abilities to those identified in your job description
- Review performance assessments
- Gain feedback from your supervisor
- Attend PD sessions offered by the College

Suggested Assessment Tools

- Emotional Intelligence
- Myers Briggs Type Indicator (MBTI)

Step 2 - Assess the current position and work environment

- The employee and the manager perform an assessment of the requirements of the position at the present time and how the requirements of the position and/or organization may change. To conduct an assessment the employee and the manager:
 - Identify the job requirements and performance expectations of the current position
 - Identify the knowledge, skills and abilities that will enhance the employee's ability to perform the current job
 - Identify and assess the impact on the position of changes taking place in the work environment (e.g. Students, clients, programs, services and technology).
 - Use the Individual Development Plan form to answer the following questions:
 - What goals does the employee want to achieve in their career?

- Which of these development goals are mutually beneficial to the employee and the College?
- Write what the employee would like to achieve as goals. Select two or three goals to work on at a time. Set a time frame for accomplishing goals.

Step 3 - Identify development activities

- Identify the best ways to achieve your development goals.
- What methods will you use?
- What resources will be required?

Step 4 - Put your plan in action

- Once you have prepared a draft of the individual development plan:
 - The employee and the supervisor meet to discuss and finalize
 - Start working on the plan
 - Evaluate progress and make adjustments as necessary
 - Celebrate successes

Examples of Professional Development Activities

When selecting employee training and development methods, it is important to remember the learning process. There are many ways to provide employees with learning opportunities, including:

Committees

- Committees are part of every-day activity in any organization. They can also be effective learning tools, with the right focus
- Confederation College has a number of standing committees, ad-hoc committees and strategic working groups

Conferences and forums

- Employees can attend conferences that focus on topics of relevance to their position and the organization
- Upon their return, have the employee make a presentation to other staff as a way of enhancing the individual's learning experience and as a way of enhancing the organization.

Critical incident notes

- Day-to-day activities are always a source of learning opportunities.
- Select the best of these opportunities and write up critical incident notes for staff to learn from. Maybe a client complaint was handled effectively. Write a brief summary of the incident and identify the employee's actions that led to a successful resolution.
- Share the notes with the employee involved and with others as appropriate. If the situation was not handled well, again write a brief description of the situation identifying areas for improvement.
- Discuss the critical incident notes with the employee and identify the areas for the employee to improve upon and how you will assist the employee in doing this.

Field trips

- Provide employees with an opportunity to visit the other sites.

- This helps employees gain a better understanding of the full range of our services.
- Field trips to other organizations serving a similar clientele or with similar positions can also provide a valuable learning experience.
- Give staff going on field trips a list of questions to answer or a list of things to look for.
- Follow up the field trip by having staff explain what they have learned and how they can apply that learning to your organization.

Job aids

- Tools can be given to employees to help them perform their jobs better. These tools include: manuals, checklists, phone lists, procedural guidelines, decision guidelines, etc.
- Job aids are very useful for new employees, employees taking on new responsibilities and for activities that happen infrequently.

Job expanding

- Once an employee has mastered the requirements of his or her job and is performing satisfactorily, they may want greater challenges. Consider assigning new additional duties or responsibilities to employees as appropriate.
- Any expansion of duties should be discussed with the supervisor's supervisor prior to implementation

Job rotation

- On a temporary basis, employees can be given the opportunity to work in a different area of the organization.
- The employee keeps his or her existing job but fills in for or exchanges responsibilities with another employee.

Job shadowing

- If an employee wants to learn what someone else in your organization does, your employee can follow that person and observe him or her at work.
- Usually the person doing the shadowing does not help with the work that is being done.

Learning alerts

- Newspaper articles, government announcements and reports can be used as learning alerts.
- Prepare a brief covering page which could include a short summary and one or two key questions for your employees to consider. Then circulate the item.
- Include the item on the agenda of your next staff meeting for a brief discussion

Peer-assisted learning

- Two employees agree to help each other learn different tasks. Both employees should have an area of expertise that the co-worker can benefit from.
- The employees take turns helping their co-worker master the knowledge or skill that they have to share.

'Stretch' assignments or Special Projects

- These assignments give the employee an opportunity to stretch past his or her current abilities. Give an employee an opportunity to work on a project that is normally outside his or her job duties.

- To ensure that the assignment is a good learning experience, the manager should take time before and during the assignment to discuss the assignment with the employee and after to discuss what went well and what could have been improved

Coaching

- Coaching refers to a pre-arranged agreement between an experienced manager and his or her employee. The role of the coach is to demonstrate skills and to give the employee guidance, feedback, and reassurance while s/he practices the new skill

Mentoring

- Mentoring is similar to coaching. Mentoring occurs when a senior, experienced manager provides guidance and advice to a junior employee
- The two people involved have usually developed a working relationship based on shared interest and values

Networking

- Some professional specialties have informal networks designed to meet the professional development need of the members. Members meet to discuss current issues and to share information and resources

Performance appraisal

- Performance appraisals are partly evaluation and partly developmental. In traditional performance appraisals the manager and employee evaluate the employee's strengths and weaknesses. The results of an appraisal can be used to identify areas for further development of the employee

360 Degree Appraisal

- In a 360-degree performance appraisal, feedback is gathered from supervisors, peers, staff, other colleagues and sometimes clients. These types of reviews are most successful when used for development and growth as they can be eye opening to the recipient.

Courses, seminars, workshops

- These are formal training opportunities that can be offered to employees either internally or externally. A trainer, facilitator and/or subject matter expert can be brought in to provide the training session or an employee can be sent to one of these learning opportunities during work time.

Courses offered by colleges or universities

- As a post-secondary learning institution we encourage employees to participate in life-long learning. We offer interest free loans, leaves of absence and tuition reimbursement to employees furthering their formal education.

Professional associations

- Professional associations, like networks, provide employees an opportunity to stay current in their chosen field. Employees may use their PD Spending Accounts to pay for their membership dues.

Reading groups (also called learning circles or reading circles)

- A group of staff meets to discuss books or articles relevant to the workplace/organization. Meetings usually take place outside normal working hours, such as lunch or right after work.

Self-study

- Self-paced independent reading, e-learning courses and volunteer work all provide learning opportunities.

Individual development plan (to be completed as part of the performance review process or when the employee or manager initiates)

Name:

Developmental goals for the coming year	Relationship of goal to the Strategic Plan	Knowledge, skills, abilities to be developed	Developmental activity	Resources	Date for completion	Date completed
Goal 1						
Goal 2						
Goal 3						

Employee’s signature

Date

Manager’s signature

Date

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PROFESSIONAL DEVELOPMENT SPENDING ACCOUNT

The Professional Development Spending Account (PDSA) is intended to support the ongoing professional development needs of employees by providing funds for a variety of professional development purposes relevant to the duties and responsibilities of the employee's job. Managers and employees are encouraged to discuss professional development as a part of the performance planning process in order to ensure that resources allocated have the maximum benefit for the individual and the College.

Eligible Expenses

The PDSA can be accessed by full time employees for the following purposes:

- Tuition costs or course registration fees
- Travel costs associated with course attendance
- Professional association membership or licensing dues/fees
- Purchase of professional journals or publications
- Purchase of work related books and/or software
- Other expenses supported by the employee's dean or director

Program Details

- The PDSA program year is April 1st to March 31st (fiscal).
- All actively employed full time academic, administrative, and support employees will receive their allocation at the start of the budget year. Employees on leave of absence will receive a pro-rated amount upon return from leave of absence.
- Each faculty, support and administrative full time employee will receive a credit of \$250.00 each year into their PDSA.
- Employees may carry over their credit to a maximum of \$2000.00 for use in future years. Once the maximum amount is reached no further allocations will be made to the account until it is used.
- Employees may agree amongst themselves to "pool" their credits for a shared purpose. An agreement must be drawn up and signed by all participants beforehand. Organizational Effectiveness can assist in writing these situation specific agreements. The manager(s) must approve such requests.
- PDSA credits are non-transferable and carry no cash value meaning they cannot be used for other purposes or taken as a cash payout.
- Unused PDSA credits of employees leaving the College will be re-allocated back to the College.
- PDSA funds are available to employees as a reimbursement only. Funds will not be provided in advance for any reason.
- PDSA reimbursements are not taxable as both the employee and the College benefit as a result of the expense.
- Original receipts must be attached to all claims.

Procedure for Accessing PDSA

- Employees wishing to access funds must make the initial request through their manager to ensure that the use of the PDSA is connected to their personal professional development plan.
- To access funds employees must complete a PDSA claim form. Receipts must be produced prior to claim processing and must abide by all purchasing and finance policies.

- All forms must be approved by the employee's manager prior to submission to Organizational Effectiveness.
- All claims must be filed in the fiscal year in which the expense was incurred.
- Employees may access their PDSA to claim reimbursement for tuition or course registration fees for approved courses related to their discipline.
- If an approved course requires an employee to miss scheduled work hours the request for time off will be made in accordance with the appropriate collective agreement or terms and conditions of employment.
- All college finance and purchasing policies must be followed.



Employee Professional Development Spending Account Claim Submission

Employee Information

First Name:	Last Name:
Department:	Extension:

Claim Information

Tuition Cost or Course Registration Fees	AMOUNT CLAIMED
Course Name:	\$
Travel Costs (specify):	\$

Professional Association Membership/Licensing Fees	AMOUNT CLAIMED
Costs: Year Start: _____ Year End: _____	\$

Professional Journals or Publications	AMOUNT CLAIMED
Title/Type:	\$

Books/Software	AMOUNT CLAIMED
Details:	\$

Other	AMOUNT CLAIMED
Details:	\$

Briefly explain how this expense benefits the College

EMPLOYEE CONSENT AND DECLARATION

I certify that the information contained in this and other documents supporting this claim are true, full and complete. By submitting this form I understand that I am requesting payment be made for the above expenses, in accordance with the Employee Professional Development Spending Account operating practice.

EMPLOYEE SIGNATURE: _____ DATE: _____ MANAGER APPROVAL: _____ DATE: _____

Completed forms to be forwarded to Organizational Effectiveness for recording and to Finance for payment.

_____ Date recorded in Organizational Effectiveness _____ Date payment issued from Financial Services

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Employees Taking College Courses

Confederation College seeks to encourage staff to take in-house courses to enhance and broaden their general interest and professional and/or academic qualifications.

ELIGIBILITY

- Employees are eligible for a preferred tuition rate provided that they demonstrate the course admission/registration requirements; and,
- They are full time employees; or,
- They are part time, and have completed one year of continuous service of: 1) at least twenty (20) hours per week (for support or administrative employees); or 2) partial load or sessional faculty.

RATES

- Post-secondary or Ministry funded courses are available to eligible employees for \$20.00 per course.
- Restricted courses are offered outside of Ministry funding and may be offered to staff, provided there is space available in the class. A list of these courses is available online. The \$20.00 fee does not apply to restricted courses.
- Ontario Learn courses are considered restricted courses and employees can receive a discount on the cost of these courses.
- When course tuition fees include materials provided by the College, rather than each participant purchasing them separately, College employees must pay the required material cost in addition to the \$20.00 fee.
- Continuing Education will offer and enrol a College employee if the course is viable and there are available seats. (This is usually determined a day or two before the course starts).
- College staff are not required to pay part-time student services fees.
- A sufficient number of full-tuition students must be enrolled in order to run a course.

PROCEDURE

- Employees are responsible for registering for their course of choice through the Admissions and Registration Department. Regional employees may register at their regional campus.
- If the course is a general interest, continuing education or Ontario Learn course, the employee should contact an officer in Continuing Education.
- Registration by employees will be accepted on a first come, first serve basis.
- A full time staff member will present their staff identification card to verify eligibility for the preferred rate. Organizational Effectiveness will verify eligibility for part time employees.

EXCLUSIONS

- This practice does not include contract training opportunities.

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TUITION SUPPORT FOR FULL TIME EMPLOYEES

STATEMENT

The College recognizes that it is important to support employees in their life-long learning journey. In support of this full time College employees will receive up to a 50% tuition rebate upon successful completion of any post-secondary credit course.

CONDITIONS

- All full time employees are eligible to participate.
- Successful completion means a post-secondary credit has been awarded for completing a course.
- Upon successful completion of a credit course (a passing grade) the employee will be reimbursed up to 50% of the tuition costs (excluding fees and text books) associated with a post-secondary credit.
- Courses must be taken on the employee's own time. Courses may be taken during work time however this is at the discretion of the supervisor and must not interfere with the operations of the College, service to students or result in increased costs to the College (for example overtime or staff replacement costs). Support and faculty employees may use the Professional Development days per their respective collective agreement.
- Employees must apply (using the Tuition Support Form attached) to Organizational Effectiveness to participate in this program.
- Employees who leave the College within two (2) years of completing a course/program and receiving tuition support must payback the College for any support they have received.

REIMBURSEMENT

- Up to 50% of tuition will be reimbursed once Organizational Effectiveness receives 1) a transcript as proof of successful completion and 2) a copy of the paid invoice for tuition.
- Tuition reimbursement will be applied against an employee's outstanding interest free tuition loan balance if applicable.
- Maximum reimbursement is \$30,000 in a lifetime.
- The College may have to limit the amount reimbursed depending on the College's financial situation (currently this is capped at \$30,000 corporately per year).
- The reimbursement is considered a taxable benefit, and therefore employees participating may not claim the tuition tax credit.
- The tuition support and loan program can be used in conjunction with each other.

PROCESS TO APPLY

- Employees must apply (utilizing the attached form) to Organizational Effectiveness in advance of enrolling in a program. The employee should note the course or program they plan to enrol in, how this course will support the strategic plan of the College, and how the learning will be applied in their current or aspiring role at the College.

**Request for Tuition Support**

(Request must be accompanied by program/course outline or other explanatory documentation)

(Attach additional information if required)

Name: _____

Phone: _____ Email: _____

Department: _____

Supervisor: _____

Position (circle one): ADMIN SUPPORT FACULTY

Date of Submission: _____

What course, diploma or degree are you working towards?

Please provide details of how the program/course relates to your employment at Confederation College.

What are the institutional, personal, and divisional benefits derived by taking this course? How does it relate to the College's Strategic Plan?

Signature: _____

Date: _____

HR XX: APPENDIX 5

EMPLOYEE EDUCATION LOAN PROGRAM

The College is a learning organization and therefore, committed to supporting learning opportunities for, and championing the learning needs of our staff.

The College will provide access to an interest free loan, of up to 90% of tuition, to all full time and permanent part time staff working towards a work related degree or diploma or taking specialized job related courses in a skills enhancing or aspiring field.

OBJECTIVES OF THE PROGRAM

To encourage employees to take relevant skill enhancing education as part of their life-long learning journey.

To provide a financial catalyst to employees in order to move the College and employees forward as a learning organization that encompasses strategies for staff development, retention and succession planning.

FEATURES OF THE PROGRAM

The program offers an interest free loan from a minimum of \$500.00 to a maximum of \$10,000 per year, up to 90% of tuition. Fees and other costs charged by the institution are not eligible for reimbursement.

APPLICATION PROCEDURES

Applications for an education loan are submitted to the employee's supervisor on the Employee Education Loan Program Application Form (attached).

The supervisor will forward the application form, along with all required documentation and recommendations, to the applicable Director or Dean or Vice President for approval, and subsequently to the Executive Director, Organizational Effectiveness to be recorded and processed.

TUITION PAYMENT

An invoice supplied to Organizational Effectiveness by an employee will be paid directly by the College. The invoice must be accompanied by a ten percent (10%) down payment payable to Confederation College.

Receipts supplied to Organizational Effectiveness for tuition already paid, will be reimbursed at 90% and paid directly to the employee.

TUITION REPAYMENT

Employees will repay the Education Loan over a maximum of two (2) years from the date the Education Loan was issued.

Repayment will be through payroll deduction.

Employees who terminate from the College prior to repaying the Education Loan will have the outstanding balance deducted from amounts owing at termination.

If the outstanding balance exceeds the amounts owing at termination, the employee will be invoiced for the remainder of the balance of the Education Loan.



Request for Employee Education Loan Program
(Request must be accompanied by program/course outline or other explanatory documentation)
(Attach additional information if required)

Name: _____

Phone: _____ Email: _____

Department: _____

Supervisor: _____

Position (circle one): ADMIN SUPPORT FACULTY

Date of Submission: _____

Are you already working toward a Degree or Diploma? ☐ yes ☐ no

If yes, what Degree or Diploma are you working towards?

Please provide details of how the program/course relates to your employment at Confederation College.

What are the institutional, personal, and divisional benefits derived by taking this course?

What is the amount of tuition or course payment requested?

Will you be absent from your duties at any time during the duration of this program/course? Yes ___ No ___

If yes, how will your absence be covered? .

Is there other information you would like the College to consider?

Signature: _____

Date: _____

Immediate Supervisor Comments:

Dean/Director Comments:

Vice President's Comments:

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PROFESSIONAL DEVELOPMENT LEAVE

The College recognizes that it is in the interest of employees, students and the College that employees are given the opportunity to pursue College-approved professional development activities outside the College through further academic or technical studies or in the workplace where such activities will enhance the ability of the employee, upon return to the College, to fulfill professional responsibilities.

In recognition of the fact that it is the professional responsibility of individual employees to keep up to date with developments in their fields of discipline, employees will assume an active role in identifying, selecting and planning their professional development leave.

Conditions

The professional development leaves granted each year will be distributed on the basis of the selection criteria outlined below. The number of leaves to be awarded is dependent on the funds available to support the leaves and/or applicable collective agreement requirements.

The focus of the leave is on professional development activities. As such, employees participating in this program may not work any hours to “top up” their pay from the amount stipulated in the Collective Agreement or Terms and Conditions of Employment.

Objectives

Activities pursued during the professional development leave should be directed towards the fulfillment of one or more of the following objectives:

- Enhance the staff member's knowledge and effectiveness within their discipline, vocational or related fields; and/or
- Enhance the teaching/learning resources of a particular department of the College; and/or
- Augment the College's ability to respond to the Community.

PROCEDURES

Applications for professional development are submitted to the employee's supervisor using the Professional Development Leave Application Form (attached). The application must be submitted by the last work day in January.

The supervisor will then forward the application form, with recommendations to Organizational Effectiveness by the end of the day on the first Friday in February.

Organizational Effectiveness, in consultation with the Professional Development and Leadership Committee will establish a ranking of all requests, taking into consideration the following points:

- Benefits of the leave to the College, individual and the community;
- The appropriateness of the activity to the applicant's position and background;
- Supervisor's recommendations;

- Number of years of service the employee worked without benefit of a professional development leave;
- Distribution of professional development leave among the various departments in the past; and
- Number of employees requesting professional development leave.

Organizational Effectiveness will present the Committee's recommendations for professional development leave requests to the President by the last working day in February.

If the requested leave is approved, Organizational Effectiveness will prepare an agreement detailing the terms and conditions of the approved leave. Organizational Effectiveness will advise the applicants and the appropriate supervisors of all approved and denied requests by March 31st.

An applicant who is denied professional development leave shall be notified in writing by Organizational Effectiveness, on behalf of the President, of the reasons for denial.

Employees who receive approval to participate in a work leave will also be required to submit a Work Leave Plan (attached) to their supervisor to be forwarded to Organizational Effectiveness at least one month prior to the commencement of the leave.

For Work Leaves, a Work Experience Placement Agreement (attached) along with a letter (attached) to the participating employer will be prepared by Organizational Effectiveness. The participant is to ensure the Agreement is completed and returned to Organizational Effectiveness prior to commencement of the leave.

Upon return from a work experience leave, an employee shall submit (within 60 days) to their supervisor, a written report that clearly identifies the activities undertaken and how the objectives were achieved.

All financial remuneration from outside sources will be summarized and a full account must be submitted to Organizational Effectiveness within one month of the end of the leave.

**Application for Professional Development Leave**

(Attach additional information if required)

Name: _____

Phone: _____ Email: _____

Department: _____

Supervisor: _____

Years of Full Time Service: _____

ARE YOU PRESENTLY ON A PREPAID LEAVE PLAN? YES ☐ NO ☐HAVE YOU RECEIVED A PROFESSIONAL DEVELOPMENT
LEAVE IN THE PAST? YES ☐ NO ☐**ON A SEPARATE PAGE(S) PLEASE RESPOND TO THE FOLLOWING:**

- A. Purpose of the professional development leave.
- B. Nature of the program or activity to be undertaken (indicates the full-time or part-time nature of the activity, i.e. describe the project and the proposed schedule of activity for the period of the leave).
- C. Outline how the proposed activity relates to the goals of your department and the mission of the College.
- D. Describe how the leave will enhance your ability to keep current and remain competent in your position.
- E. Indicate if the outcomes of the leave application will benefit the communities (local, regional, national, international) served by the College (if applicable).
- F. Outline how the knowledge and skills acquired on the leave will be applied to your position upon return to the College. State how this will enhance your career and professional growth and how this will benefit students or clients.
- G. Summarize your contributions to the College over the years through the position(s) held, committees served on, etc.

Signature_____
Date

Supervisor's Comments:



WORK LEAVE PLAN

External Contact Information

1. Name of Employer Sponsor: _____
2. Contact Person: _____
3. Address: _____

Internal Contact Information

4. Name of College Participant: _____ Ext. _____
5. Supervisor: _____ Ext. _____
6. Proposed Dates for Work Experience: _____
7. Previous Work Experience? Yes: _____ No: _____ Date(s): _____

Work Experience Details

Identified objectives of the work experience opportunity as arranged between the Participant and the Sponsor:

- a) _____
- b) _____
- c) _____
- d) _____

Applicant's Signature

Date

Supervisor's Comments:

Recommended? Yes _____ No _____

Supervisor's Signature

Date



WORK EXPERIENCE PLACEMENT AGREEMENT

Between
CONFEDERATION COLLEGE
 And
[EMPLOYER]
 And
[EMPLOYEE]

TERMS AND CONDITIONS OF WORK

[The employee] will:

1. Enter into the services of [the employer].
2. Arrive at the placement at the times specified and be in attendance for the hours agreed upon each day.
3. Call [the employer] and Confederation College if unable to work for any reason (i.e. illness).
4. Inform [the employer] and Confederation College immediately if involved in an accident or injury during working hours.

Confederation College will:

1. Maintain the employee's base salary, benefits, and seniority.
2. Be responsible for processing all Workplace Safety and Insurance Claims within 48 hours of any accident or injury involving the employee while on the work placement.
3. Terminate this agreement by giving written notice stating the effective date and reason.

[The employer] will:

1. Provide the employee with effective and direct employment experience as [].
2. Comply with the Occupational Health and Safety Act.
3. Inform Confederation College immediately if the employee is involved in an accident or injury during working hours.
4. Terminate this agreement by giving written notice stating the effective date and reason.
5. This agreement will be effective from [] to [].

 Supervisor, Confederation College

 [The Employer]

 [The Employee]

 Date

 Date

 Date

Dear _____ :

On behalf of Confederation College, I would like to thank you for your participation in the Professional Development Leave - Work Leave Plan for _____. This work leave will assist {him/her} to keep up to date with the developments in {her/his} field of discipline.

Attached is an agreement which outlines the terms and conditions of the Work Experience Placement. If your firm is in agreement with these terms, please sign and return one copy.

At any time should you have any questions or concerns, please do not hesitate to call me at (807) [-].

Once again, thank you for your participation and interest in our employee and their Professional Development.

Sincerely,

[Supervisor]