Program History
The flexible calendar program was initiated by six California community colleges in 1976 as a pilot project authorized by Assembly Bill 2232 (1975). The six pilot colleges were El Camino, Grossmont, Consumnes River, Saddleback, San Jose City, and Evergreen Valley. These six pilot colleges were allowed to reduce the number of required instructional days from 175 to a minimum of 160. The bill provisions allowed the colleges the opportunity to replace up to 15 days of regular instruction with alternative activities such as professional development. In fall 1980, El Camino College withdrew from the pilot program and was replaced by COC. In 1980, a committee called Task Force 4-1-4 was established at COC to develop the FLEX program. Today, that committee is called the Faculty Development Committee. COC currently has 10 dedicated FLEX days, but professional development opportunities are offered throughout the entire year. In addition to this committee, the Classified Development Committee and the Administrative Development Committee meet regularly to plan, develop and implement professional development workshops and activities for their respective employee groups.

In 2007, a comprehensive program review was completed. The result was a new professional development model and the reinstatement of the Professional Development Coordinating Committee. The Coordinating Committee will carry out the planning, budgeting, research, networking, implementing, evaluating and accounting for the outcomes of training that has occurred, coordinate the dissemination of the results of professional development and utilize all of this to continue to improve the professional development program. In addition, they are tasked with developing campus-wide professional development activities and making recommendations to the professional development budget. The Professional Development Coordinating Committee consists of the Chairs and Vice Chairs of the Professional Development Committees and the Director of Professional Development.
How is Success Measured?
At College of the Canyons, success is measured using the twelve district-wide strategic goals of Teaching and Learning, Student Services, Cultural Diversity, Human Resources, Institutional Advancement, Institutional Effectiveness, Financial Stability, Technological Advancement, Physical Resources, Innovation, Campus Climate and Leadership. The Professional Development program aligns all offerings and activities with these established goals to ensure a meaningful and comprehensive program that is focused on achieving defined outcomes through the training of our most valuable resource, our employees.

College of the Canyons is committed to developing our employees to their fullest potential through the numerous training opportunities offered throughout the entire year as part of the Professional Development program. The importance of the Professional Development program and the District’s commitment is clearly defined in the College’s strategic plan, and is given full support by the Board of Trustees and Chancellor Dr. Dianne G. Van Hook. All faculty and staff are encouraged to develop an annual personal professional development plan, and engage in training that will assist them in meeting their professional development goals.

The Professional Development Model
Any successful model must consider the framework within which professional development occurs. Staff, program, and organization are all impacted - positively or negatively by the professional development programs it has in place.

Our Staff: Need opportunities so they can become more effective in their college role.

Our Programs: Can benefit from activities and systems instituted at the college and departmental level with the result being better service to students.

Our Organizations: Benefit from initiatives and systems while providing for the continuous improvement of our college.

These three critical parts of an effective staff development program need to be brought together by leadership of someone who coordinates, oversees, plans, implements, evaluates, and accounts for what is going on and how well it works.
Structure
Professional Development in the Santa Clarita Community College District will use the following model:

Mission Statement
The mission of the Santa Clarita Community College District’s Professional Development Program is to improve and sustain the professional growth of district employees through collegially planned learning opportunities that continue to support the institution’s strategic goals.

Program Leadership
The Program is overseen by the Director of Professional Development and also has one part-time staff member. The program model includes three advisory committees, one for faculty, one for administrators and one for classified that meet with the Director on a regular basis to plan training offerings. In addition, there is a coordinating committee that plans district wide development initiatives.
Roles and Responsibilities

**Director of Professional Development (DPD).**

The DPD will provide the vision and the nuts and bolts leadership for all professional development on campus,

a. The DPD be a full-time coordinator position
b. The DPD will report to the Vice President of Human Resources, and
c. It is anticipated that the DPD will require clerical assistance to help maintain all required documentation.

**Professional Development Coordinating Committee (PDCC)**

The Professional Development Coordinating Committee will carry out different aspects of planning, budgeting, research/networking, implementing and evaluating and accounting for the outcomes of what has occurred, coordinating the dissemination of the results of professional development and utilizing all of this to continue to improve our professional development programs.

1. The PDCC, consisting of the DPD along with the chairs and alternate chairs of the constituent committees, will meet at least 2 times per semester
2. The PDCC will have the following responsibilities:
   a. Developing overarching goals for the constituent committees that will incorporate the District’s strategic goals, CPT’s goals, and annual themes;
   b. Creating an annual list of recommendations and goals; and,
   c. Providing campus-wide activities that will help develop community
3. The PDCC will oversee the professional development budget:
   a. Allocate budgets to the constituent development committees;
   b. Prepare budget requests for the budget development process;
   c. Research additional funding opportunities for Professional Development
4. The PDCC will be responsible for ongoing assessment of development activities
   a. Professional Development activities should have clear learning outcomes;
   b. Professional Development activities should make wise use of District resources.
5. A detailed chart describing the roles of the PDCC is attached as part of this document.
Constituent Development Committees (CDC)
There will be Constituent Development Committees for Faculty, Classified and Administration. These constituent committees will develop, plan, and implement professional development activities for their respective campus groups.
1. Each constituent committee will be led by a chair.
   a. It is recommended that each chair serve at least two years;
   b. It is recommended that each chair be on their respective committee at least one year prior to becoming chair;
   c. The Chair is responsible to call and run the meetings of the constituent committee;
   d. The Chair will work with the DPD to develop the agenda for the constituent committee meetings
   e. A Vice Chair will be designated to serve as the chair in the event that the chair is unable to attend a meeting;
   f. The chair and the Vice Chair will serve as a members of the PDCC

Conference Attendance
Information obtained at any conferences attended by District employees need to be shared. Several suggestions on how to do this are:
   o Complete a Report on Travel form and submit it to the Professional Development Office
   o Post handouts on the intranet
   o Have the employee provide a presentation of what was learned at the conference to the their department/division
   o Have the employee provide a brown-bag lunch time presentation on what was learned at the conference
   o Utilize the Great Idea form on the intranet in an effort to get ideas obtained from conferences into the budget process
   o Have the employee disseminate the information learned at a department or division meeting
SUPPORT FOR PROFESSIONAL DEVELOPMENT IN THE SANTA CLARITA COMMUNITY COLLEGE DISTRICT

There is strong commitment and support for Professional Development from the Chancellor, the Board of Trustees, and constituencies on campus. The campus community has committed to embracing change, remaining flexible, being open to taking advantage of opportunities as they emerge, and focusing on designing opportunities to foster ongoing professional development for themselves and their colleagues.

Since 2007, the following goals have been met:

✓ Connect conference attendance to the dissemination of the information and sharing of skills with others on campus; Employees must complete a Report on Travel form within ten days from their return from attending a conference. They must also share this information at a department or division meeting.

✓ Use college and program goals objectively to help distinguish between needs appropriately met by the college and those that are based solely on individual interests and preferences; The Professional Development Coordinating Committee meets each semester to evaluate the status and progress of current goals and develop new goals on an annual basis for their respective constituent groups. All Professional Development trainings are aligned with one or more of the District’s twelve strategic goals to ensure that the trainings offered tie directly into and meet the goals of the District.

✓ Partner with other organizations to expand access to learning/professional development opportunities; Attempts have been made to partner with local organizations, including Boston Scientific, California Institute of the Arts, and Princess Cruises with minimal success. The challenges have been that they either do not have a formally organized professional development program, do not provide training that is relevant to our organization, or do not have someone to act as liaison to ensure coordination of efforts and move the partnership forward.
Use our commitment to strengthen our service to students, improve the student learning environment, develop quality and relevant curriculum and increase the effectiveness and efficiency of our staff as the "driver" of our professional development activities;

All employees are surveyed annually to obtain feedback and suggestions with regards to their training needs for the upcoming year. These evaluations are the “driver” of our professional development activities and offerings. The constituent development committees use the evaluation results to plan the professional development opportunities for their respective groups.

Specific programs, such as the FLEX program, provide numerous opportunities for faculty to engage in training that supports student learning and success. Examples of such offerings include:

Programs:
- The Student Success Skills Symposium
- The Teacher Portfolio Program
- The Skilled Teacher Certificate Program
- On Course Training
- The Synergy Program

Workshops:
- Using Interactive Journals to Enhance Students’ Reading Comprehension in Non-English Courses
- Developing Cohesive Lab Groups
- Inspiring, Motivating and Engaging Students in the Classroom
- Inspired Teaching Roundtable
- The New Virtual Learning Lab
- Tools to Encourage Student Persistence and Retention
- Using Media to Engage Students

Connect individual professional development plans to departmental program reviews and the evaluation process;

As part of the program review process, departments are required to connect their individual and department professional development plans to the departmental program review. The information on the professional development plans is what drives a portion of the development of departmental goals. In addition, all employees are encouraged to develop a Personal Professional Development Plan annually to help them focus on a few specific professional development goals for the upcoming year. Supervisors are also encouraged to recommend professional development training for their staff when conducting the employee’s annual evaluation.
✓ Assess the impact of professional development activities on the competence of individuals, program and curriculum improvement, student learning, organizational effectiveness, customer service, progress toward our strategic goals and to enhanced efficiencies (cost benefit analysis);

Each constituent development committee and the Professional Development Coordinating Committee evaluate and assess the impact of the training they developed for their respective groups. This is done through workshop evaluations and the annual Faculty and Staff Survey.

✓ Utilize the expertise of our staff to train, mentor, and enhance the skills of fellow staff;

In 2011/12, 87% of Professional Development offerings were taught by COC employees. There have been 75 mentors and 115 mentees participate in the Professional Development Mentor Program between fall 2005 and spring 2012. A total of 16 mentees have also served as mentors during that time period.

✓ Recognize, appreciate, and reward accomplishments, excellence and improvements among members of COC staff;

Classified staff are recognized at the annual Classified Appreciation Week event. This event consists of a breakfast held at both the Valencia and Canyon Country campuses, a Snack & Social event, and an awards luncheon. Due to budget concerns, in 2012 this event was scaled back to a breakfast at the Canyon Country campus and the awards luncheon.

Accomplishments by the employees in each main division are recognized by a report given by each Executive Cabinet member at the monthly MAC meetings.

After each LEAP 1 class, a survey is given to the LEAPers asking them to indicate whether they received a promotion to a higher level position and/or have taken on additional responsibilities as a result of participating in LEAP. This data is used in District reports and distributed to administrators.

✓ Extend training and development opportunities to adjunct faculty;

In 2011/12, 365 adjuncts participated in at least one professional development offering. FLEX workshops and other professional development training opportunities are scheduled at times convenient for adjunct faculty and are also scheduled at both the Valencia and Canyon Country campuses.
Generate external resources to support expanded professional development opportunities for our staff (cross-training opportunities, employee exchanges, job shadowing opportunities, partnerships to learn from business/industry); Currently, there are no external resources secured to supplement the professional development program. The Director of Professional Development has asked the Director of Grants Development to search for grant opportunities that would supplement professional development funding and resources.

Coordinate the allocation of resources towards specific institutional goals and areas of emphasis. The Professional Development Coordinating Committee reviews the Professional Development budget annually and makes recommendations for the allocation of resources for their constituent groups and campus-wide training opportunities and guest speakers. Efforts are made to ensure that Professional Development programming and resources are aligned with at least one of the District’s twelve strategic goals.
### ROLES OF THE DIRECTOR OF PROFESSIONAL DEVELOPMENT, THE PROFESSIONAL DEVELOPMENT COORDINATING COMMITTEE AND THE CONSTITUENT DEVELOPMENT COMMITTEES

<table>
<thead>
<tr>
<th>Function</th>
<th>DPD</th>
<th>PDCC</th>
<th>CDC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>• Leads and facilitates planning</td>
<td>• Represents constituent needs</td>
<td>• Represents constituent needs</td>
</tr>
<tr>
<td></td>
<td>• Develops options and vision</td>
<td>• Ties needs to individual and department, develops plans.</td>
<td>• Plans training opportunities for their respective group</td>
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<tr>
<td></td>
<td>• Provides energy and creates excitement for moving forward to develop plans</td>
<td>• Reviews suggestions from DPD</td>
<td></td>
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<tr>
<td></td>
<td>• Attends to details</td>
<td>• Establishes campus-wide staff development activities and events to meet annual goals and priorities</td>
<td></td>
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<tr>
<td></td>
<td>• Converts efforts to college strategic goals</td>
<td>• Works with DPD to plan projects driven by the impact of constituencies</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>• Searches for ideas for committee to consider</td>
<td>• Networks with peers &amp; resources.</td>
<td>• Researches ideas for new training topics that appeal to their constituent group</td>
</tr>
<tr>
<td>Networking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Finds new ways to do things and new things to do</td>
<td>• Assists in needs assessments and analysis of data</td>
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<tr>
<td></td>
<td>• Networks with internal and external resources, in state and community</td>
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<tr>
<td></td>
<td>• Determines feasibility of activities, cost benefit, analysis and budgets, and timeline.</td>
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<tr>
<td>Implementation</td>
<td>• Once activities have been determined, the DPD makes it happen.</td>
<td>• Assists in planning</td>
<td>• Assist DPD in identifying potential</td>
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<tr>
<td>Presenters/speakers for training topics</td>
<td>Presenters for training topics</td>
<td>Presenters for training topics</td>
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<tr>
<td>• Coordinates calendars and develops timelines</td>
<td>• Promotes among constituencies</td>
<td>• Acts as link between constituencies and events</td>
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<tr>
<td>• Allocates resources</td>
<td>• Facilities, events &amp; projects</td>
<td>• Participates (ESSENTIAL)</td>
<td></td>
</tr>
<tr>
<td>• Attends to details (facilities, etc.)</td>
<td>• Participates (ESSENTIAL)</td>
<td>• Acts as link between constituencies and events</td>
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<tr>
<td><strong>Evaluation</strong></td>
<td><strong>Evaluation</strong></td>
<td><strong>Evaluation</strong></td>
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<tr>
<td>• Designs draft evaluation process to assess effectiveness of activities</td>
<td>• Assists in defining outcomes to be assessed and networking for doing so.</td>
<td>• Evaluates training to determine if it was beneficial to their constituent group</td>
<td></td>
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<tr>
<td>• Collects data, summaries, analyses, and communicates results to committee, administration, outside agencies on request.</td>
<td>• Endorses evaluation process.</td>
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<td></td>
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<td>• Reviews results and include impact in planning for the next stages.</td>
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<td><strong>Accountability</strong></td>
<td><strong>Accountability</strong></td>
<td><strong>Accountability</strong></td>
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<tr>
<td>• Monitors plan &amp; budget</td>
<td>• Provides oversight to the process.</td>
<td>• Takes responsibility for identifying relevant and meaningful training content for their constituent group</td>
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<tr>
<td>• Ensures objectives of activity are met</td>
<td>• Makes recommendations in reallocation of resources as plan progresses.</td>
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<td>• Complies with legal requirements of</td>
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<tr>
<td>funding sources</td>
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<tr>
<td>• Prepares process and budget reports for review by committee and other bodies (internal/external)</td>
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<table>
<thead>
<tr>
<th>Communication</th>
<th>▪ Hub of communication for all information to and from committee, administration and outside agencies</th>
<th>▪ Communicates above the plan and process to constituencies, work groups and College at large.</th>
<th>▪ Communicates at appropriate meetings and other venues upcoming training opportunities available for their constituent group</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Receives information and disseminates to various sources, staff, outside agencies, administration, etc.</td>
<td>▪ Communicates committee decisions, connects activities to Strategic Plan, and promotes desired outcomes/benefits to staff, program and the college.</td>
<td>▪ Promotes training opportunities to ensure a high level of participation from their constituent group</td>
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<tr>
<td>• Responsible for summarizing or determining what information needs to be sent forward</td>
<td>▪ Serves as a &quot;sounding board&quot; for institutional change - monitors pulse and mood of campus.</td>
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<tr>
<td>• Develops vehicles for communication including reports, homepage, e-mail, newsletters, memos, personal contact, and appropriate Board agenda items</td>
<td>▪ Facilitates action,</td>
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<tr>
<td>▪ Consults, coordinates, communicates and cooperates with key governance bodies on campus</td>
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12
### Roles of the Constituent Committee Chair and Vice Chair

- Serve at least two years
- Be a member of their respective committee at least one year prior to becoming Chair or Vice Chair
- The Chair is responsible to call and run the meetings of the constituent committee
- The Chair will work with the DPD to develop the agenda for the constituent committee meetings
- A Vice Chair will be designated to serve as the Chair in the event that the Chair is unable to attend a meeting
- The Chair and Vice Chair will serve as members of the PDCC
ACCOMPLISHMENTS FOR 2011/12

Administrators

Area Certification Program – A need has been expressed by COC employees that they want to gain a better, more comprehensive understanding of each major area on campus. To meet this need, each area – Instruction, Student Services, Institutional Research and Planning, Business Services/PIO, Facilities and Human Resources – will present a series of 4 – 6 workshops that provide information on the main areas of responsibility in their area. Student Services and Instruction were the first areas to provide training in 2011/12. The PIO is scheduled to provide training in fall 2012.

Administrative Retreat – This year’s event focused on the theme, Building an Awesome Team. This day-long, interactive session utilized the team building principles found in the book, The Five Dysfunctions of a Team, by Patrick Lencioni. The facilitator, Dr. David Ross, led the administrative team through the day, focusing on helping us learn more in depth about the five dysfunctions and discovering ways to improve interaction and communication on the teams of which we are a member. Dr. Van Hook kicked off the retreat with a presentation on Challenges and Opportunities in the Year Ahead.

New Administrator Mentor Program – New administrators were paired with a mentor for their first year of employment. The mentors helped the new administrators acclimate to the campus culture, helped them network on campus, showed them ways they can become more involved on campus, and be someone they could ask questions of regarding the basics of starting a new job.

The New Administrator Orientation Program – This program was revised to include administrator-specific topics, such as COC’s Philosophy, Vision and Mission Statements; how to get things done; board policies; overview of the Educational and Facilities Master Plan; program review; talking with the media; and COC’s connections and partnerships with the local business community.
Classified

Classified Professionals Institute – The Classified Development Committee was excited to announce a new 4-part training program just for classified staff! It is called the Classified Professionals Institute and will be offered with a different theme each semester. The purpose of the Classified Professionals Institute is to provide hands-on training on topics that are relevant and that will enhance the day-to-day operation and functions of the classified staff member. Classified staff who complete each 4-part training program will receive a certificate of completion at the Classified Appreciation Luncheon in May. The theme for the spring 2012 institute was Self Improvement in the Workplace, and 7 classified staff completed all four workshops and received their certificate at the Classified Appreciation Week Luncheon on May 3rd.

Classified Development Day – The 2012 Classified Development Day program included a new teambuilding component and additional breakout sessions that included a number of external guest speakers. Classified staff had the opportunity to attend 10 different workshops geared towards enhancing their technology skills, communication techniques, and interpersonal effectiveness.

Faculty

Skilled Teacher Certificate Program – Learning more about educational research and integrating this information into teaching practices takes time and effort. The Skilled Teacher Certificate Program was designed to provide faculty with access to all of the resources they need to solve the learning problems of today’s students, and to develop their teaching skills so that they can meet the challenges of teaching in a community college in the twenty-first century. The program consists of eight modules offered in 2011/12, with additional modules added in fall 2012. To earn the certificate, faculty are required to:

- Complete 44 hours of specially designed professional development workshops focused on improving their teaching knowledge and skills
- Document their professional advancement in a teaching portfolio

Faculty are permitted to take up to 2 years to complete these requirements. In 2011/12, thirty-two faculty are currently in the process of earning the certificate.

Student Success Skills Symposium – The fourth Student Success Skills Symposium was held on February 3, 2012.
**Synergy Program** – All faculty, especially new faculty, are invited to participate in Synergy. Synergy is a learning community cohort that is designed to assist faculty in becoming integrated members of the College. Synergy consists of a year-long set of experiences and training sessions designed to be conducted in a learning community setting that aim to build a strong sense of community on campus, strengthen connections and cultivate opportunities to advance organizational commitment, ensure success in the tenure process, and develop a positive working experience that extends to the larger campus community. Each Synergy session will have a different focus, such as first week challenges, time management, and developing a syllabus.

**FLEX Workshops** –
- 65 workshops were offered as part of the 2009/10 FLEX program
- 76 workshops were offered as part of the 2010/11 FLEX program
- 94 workshops were offered as part of the 2011/12 FLEX program

**FLEX Workshop Evaluations** – In an effort to obtain the results of the FLEX workshop evaluations in a more timely manner, the Professional Development Office now uses Survey Monkey to distribute the evaluation forms electronically after each workshop offered during the fall and spring FLEX weeks. This allows us to view the evaluation results instantaneously and share them with the Faculty Development Committee within weeks instead of months using the former paper and pencil method. The Faculty Development Committee can then use the results when planning the next FLEX week program.

**Overall Program**

**Mentor Programs – 6 Total**

**Professional Development Mentor Program** – The purpose of the Professional Development Mentor Program is to provide opportunities for employees who have a desire to develop and enhance their career development opportunities, to be paired with a mentor who will guide, advise and motivate them to continue to improve their skills and knowledge and grow with the College into a management or leadership position. The Professional Development Mentor Program is open to all full-time and adjunct faculty, classified and confidential staff and administrators. Offered each fall and spring, the Professional Development Mentor Program has seen 75 mentors and 115 mentees participate since fall 2005. Mentors and mentees have been from all employee classifications.
Mentor Program for New Online Faculty – The Mentor Program for New Online Faculty is designed to provide additional support to instructors during the first semester or two of online teaching. The program will pair new online instructors with instructors who are experienced with online teaching in order to provide feedback on course design and offer ongoing encouragement and advice. Mentors will earn 8 hours of FLEX credit per semester, with a maximum of 16 hours per academic year.

New Fulltime Faculty Mentor Program – Newly hired fulltime faculty will benefit from having a “friend in the business” at COC in their mentor. Mentors will assist newcomers work on professional projects, develop curriculum, or they can be simply a source of guidance and information, all in a non-evaluative manner. Mentors are assigned by the New Faculty Orientation Coordinator and will earn 8 hours of FLEX credit per semester, with a maximum of 16 hours per academic year.

Mentor Program for Noncredit Faculty – The Mentor Program for Noncredit Faculty is designed to provide additional support to noncredit instructors who are interested in improving their teaching skills. The program will pair noncredit instructors with others who are experienced teachers in order to provide feedback on course design as well as ongoing encouragement and advice. Some participants may desire feedback and advice regarding general teaching strategies, while other participants may be interested in issues specific to noncredit teaching, such as managing multi-level classes, open entry/open exit classes, and off-campus teaching. The primary purposes of this program are to encourage reflection and discussion of noncredit pedagogy and to provide moral support for noncredit instructors. Mentors will earn 6 hours of FLEX credit per semester, with a maximum of 12 hours per academic year.

Adjunct Faculty Mentor Program -- Adjunct faculty bring a wealth of experience to COC, often from other campuses and also from industry. Newly hired adjuncts can be "shown the ropes," including the resources that are available on campus, by a colleague who understands what it is like to work in different locations at odd hours. Adjuncts who have completed the Associate's Program are eligible to be mentors.

Mentor Program for Re-Entry Students – The semester-long Re-entry Mentor Program is designed to provide re-entry students with an opportunity to build working relationships with faculty, staff, and administrators at College of the Canyons. Faculty mentors working in this program would be entitled to FLEX credit equivalent for the total number of hours spent in a mentor orientation session, directly with the mentee, and at the mentor award ceremony at the conclusion of the semester. A maximum of 8 FLEX hours will be given for participation in this mentoring opportunity.
LEAP – A fourth LEAP 1 class was held in spring 2012 with 39 participants. There were 6 Solution Team Projects:

- Canyons Connex
- Team Mobile
- The Hot Spot
- Cougar Network
- SPaRC
- Courage Dome

A total of 161 employees have participated in LEAP 1 since the program was first offered in 2008. A total of 27 Solution Team projects are in various stages of development.

Technology – A total of 152 technology workshops were offered in 2011/12 through Professional Development.

Summer Technology Institute – An average of 35 workshops are offered each summer as part of the Summer Technology Institute. These technology workshops are offered each summer for employees to provide them with an opportunity to expand their knowledge of technology and new software programs, and acquire new skills related to technological advancement.

Health and Wellness – The variety and number of health and wellness opportunities for employees was increased to include yoga, meditation, strength training, nutrition workshops, and fitness walks.

New Employee Welcome Kits – The Professional Development Office prepares a welcome kit for each new employee that is given to them at New Employee Orientation.

Professional Development Leadership at the State Level – The Professional Development Director, Leslie Carr, was recently re-elected to her fourth year as chair of the 4C/SD Executive Board. 4C/SD (California Community College Council for Staff and Organizational Development) and is a statewide organization that provides training resources and networking opportunities for staff development professionals in California’s community colleges. They also advocate at the State level for additional funding, resources and support for California community college professional development.
In addition, the 4C/SD Executive Board has taken a leadership role, representing the statewide professional developers, in researching the impact of the Student Success Skills Task Force proposal on professional development programs in the state. The 4C/SD board has engaged in several conference calls with Dr. Barry Russell and Dr. LeBaron Woodyard in the state Chancellor’s Office to discuss this proposal and its implementation. Dr. Russell specifically asked for 4C/SD’s feedback and input on the proposal’s language, and ultimately support of the proposal.

**Campus Culture** – The Professional Development Director and office staff volunteer to serve on a variety of committees that enhance campus culture. Examples include:
- Classified Appreciation Week
- Halloween Party
- Holiday Party
- Retiree BBQ

<table>
<thead>
<tr>
<th>Program</th>
<th>Data</th>
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<tbody>
<tr>
<td>Professional Development Mentor Program</td>
<td>75 mentors &amp; 115 mentees have participated between fall 2005 &amp; spring 2012</td>
</tr>
<tr>
<td>Professional Development Workshops Offered</td>
<td>2008/09 - 569</td>
</tr>
<tr>
<td></td>
<td>2009/10 - 489</td>
</tr>
<tr>
<td></td>
<td>2010/11 - 509</td>
</tr>
<tr>
<td></td>
<td>2011/12 - 616</td>
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<tr>
<td>Technology Workshops Offered</td>
<td>2008/09 - 175</td>
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<tr>
<td></td>
<td>2009/10 - 162</td>
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<tr>
<td></td>
<td>2010/11 - 103</td>
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<tr>
<td></td>
<td>2011/12 - 152</td>
</tr>
<tr>
<td>Summer Technology Institute Workshops Offered</td>
<td>2009 - 30</td>
</tr>
<tr>
<td></td>
<td>2010 - 36</td>
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<tr>
<td></td>
<td>2011 - 48</td>
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<td></td>
<td>2012 - 33</td>
</tr>
<tr>
<td>LEAP Participants 2008 - 2012</td>
<td>161 total participants</td>
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<tr>
<td></td>
<td>Fulltime faculty - 37</td>
</tr>
<tr>
<td></td>
<td>Adjunct faculty – 9</td>
</tr>
<tr>
<td></td>
<td>Classified – 51</td>
</tr>
<tr>
<td></td>
<td>Administrators – 64</td>
</tr>
<tr>
<td>LEAP Solution Team Projects 2008 - 2012</td>
<td>A total of 27 projects are in various stages of implementation</td>
</tr>
</tbody>
</table>
| FLEX Week Workshops Offered | 2009/10 – 65  
|                           | 2010/11 – 76  
|                           | 2011/12 – 94  
| Skilled Teacher Certificate Program (Launched in fall 2011) | 2011/12 – 32 faculty in the process of earning the certificate |
GOALS FOR 2012/13

1. Expand the professional development opportunities for faculty and staff at the Canyon Country Campus.

2. Pursue grant opportunities to supplement District funding of Professional Dev.

3. Increase the number of offerings and presentations of culturally diverse topics.

4. Offer LEAP 1 in 2013 and LEAP 2 in 2014.

5. Expand training on the use of technology on campus.

6. Increase the number of training opportunities available online.


8. Compile a library of resources (books, videos) that employees can borrow to engage in self-study of a variety of Professional Development topics.

9. Develop a Teaching Consultation program for faculty.

10. In the long-term, develop a Professional Development Conference Center that provides the facilities and resources to host professional conferences.

11. Purchase software that will allow employees to register for and track their attendance at professional development training opportunities.

12. Increase current permanent half-time classified staff member to fulltime.

13. Identify a new faculty coordinator for the Synergy Program.

14. Identify a new faculty coordinator for the New Faculty Orientation Program.

15. In conjunction with the Academic Senate, develop a training program for tenure review committee members.

16. Require employees who attend an off-campus conference or training to submit a Report on Travel and disseminate information learned at a department or division meeting.
RECOMMENDATIONS FOR THE FACULTY DEVELOPMENT COMMITTEE
(Numbers 1 – 6 are recommendations received from the Academic Senate in May 2012)

1. Finalize and submit a final draft of the Faculty Development Committee Operating Procedures to the Academic Senate for approval and adoption once numbers 2 – 8 below are resolved.

2. Develop an appeals process for Independent FLEX Project proposals that are denied

3. Revisit and re-evaluate the state FLEX guidelines for FLEX

4. Model itself after the Curriculum Committee, which has a small group of its members meet for Tech Review to approve ordinary requests for FLEX, and then meet as an entire group for the requests that may require more discussion

5. To establish a deadline for timely responses to faculty FLEX requests by the committee

6. To make the criteria for what constitutes FLEX credit more objective and specific for the sake of clarity

7. Permit the Director of Professional Development to approve standard requests when the committee is not in session (example: summer, winter intersession)