

**PROFESSIONAL  
DEVELOPMENT**

# *Program Plan*

**2020/21**

**NEVER STOP  
LEARNING  
BECAUSE LIFE  
NEVER STOPS  
TEACHING.**





# PRO DEV

PROFESSIONAL DEVELOPMENT

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# PROFESSIONAL DEVELOPMENT AT COLLEGE OF THE CANYONS



## 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.



The purpose of professional learning and development at College of the Canyons is to improve the professional development of employees by providing meaningful, relevant, and on-going opportunities for professional growth that will contribute to a vibrant workforce that is high-performing and highly-qualified, resulting in students who are well-prepared and have the support needed to achieve their educational goals. College of the Canyons is dedicated to improving the professional growth of its faculty, staff and administrators by offering a wide variety of professional development opportunities that support both the institution's strategic goals and the personal professional development goals of its employees.

Through collegially-planned learning opportunities, the college plans for and provides all employees with opportunities for continued professional growth and development, consistent with the institutional mission and strategic goals and based on evolving and innovative pedagogy, technology, workforce development trends, and learning needs.

These opportunities foster the development of leadership skills of all employees, and emphasize innovation, inspiration, and a sense of community among students and staff.

The expectation that all employees will engage in professional development is integrated into every job description. The district is committed to help employees meet their expectations through the development of College of the Canyon's high-quality, comprehensive professional development program (which



is recognized as a leader among professional development programs in the state). We are fortunate here at College of the Canyons to enjoy such a program and reap its benefits.

The professional development program is so successful because there is strong commitment and support for the professional development program from the Chancellor, the Board of Trustees, executive leadership, and constituencies on campus.

College of the Canyons' award winning Professional Development program provides over six hundred training opportunities annually for all campus employees. The program is developed by four Professional Development committees — faculty, classified, administrative, and coordinating committee. These committees are comprised of representatives from each campus division and meet regularly throughout the year to design a comprehensive professional development program for their constituent groups. Needs assessment surveys are given annually that provide employees with an opportunity to contribute feedback and ideas to the Professional Development program planning. Training opportunities offered through the Professional Development program are open to all employees.

All College of the Canyons professional development opportunities are connected to one or more of the District's strategic goals, this ensuring a meaningful return on investment of professional development resources. The result of this investment is well-trained faculty, staff, and administrators who foster, encourage, and support student success and who ensure that our campus is on that succeeds and thrives.



## PROGRAM LEADERSHIP AND STAFF

The program is overseen by the Director of Professional Development and also has one part-time classified staff member. The program model includes three advisory committees - one for faculty, one for administrators and one for classified staff - that meet with the Director on a regular basis to plan training offerings.

In addition, there is a Professional Development Coordinating Committee whose members are the Professional Development Director and the chair and vice chairs/co-chairs of the constituent Professional Development committees. The Coordinating Committee plans district wide development initiatives and evaluates the overall effectiveness of professional development programming.

## STRUCTURE AND ORGANIZATIONAL CHART

Any successful model must consider the framework within which professional development occurs. Staff, program, and organization are all impacted by the professional development programs it has in place.

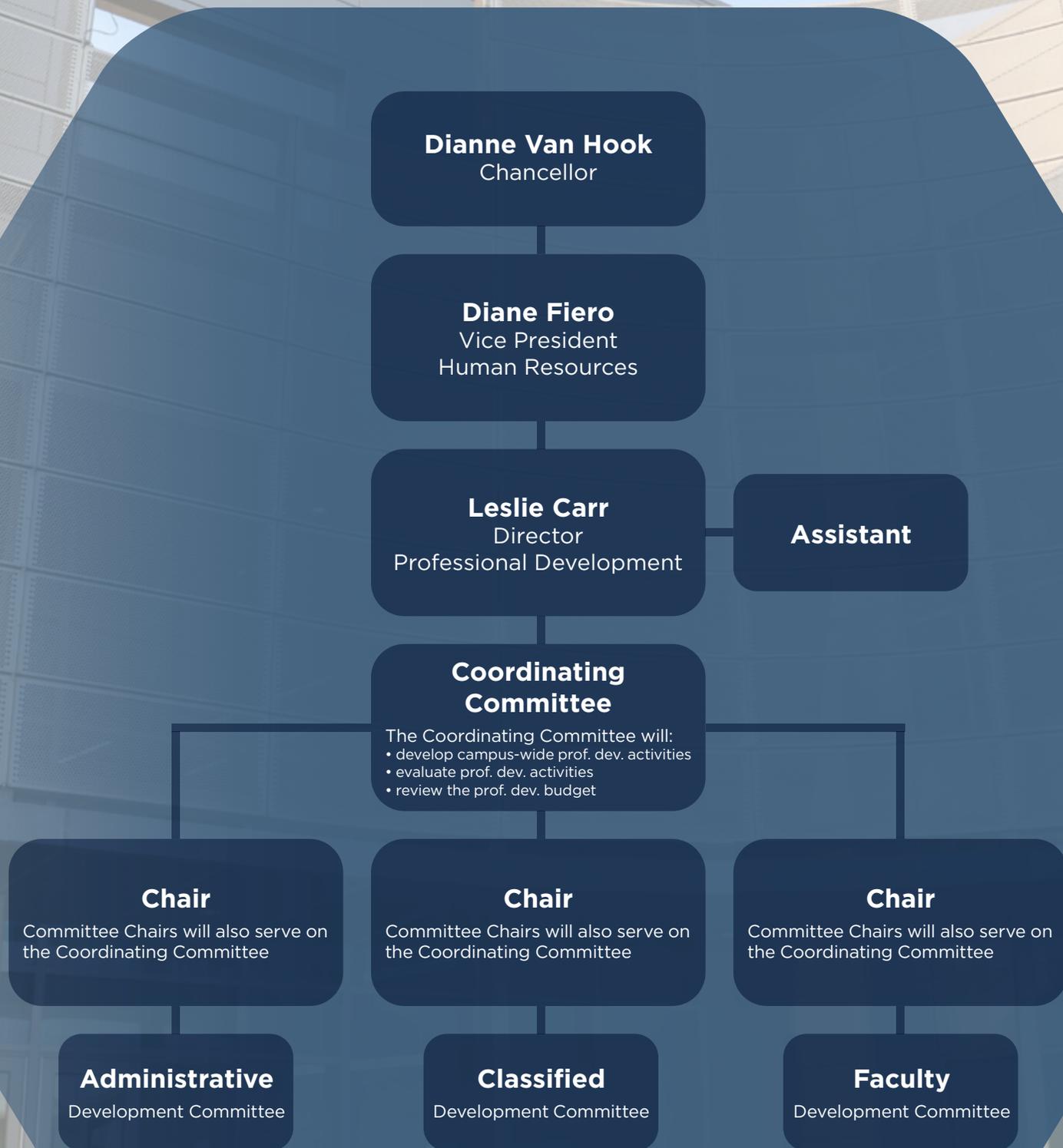
**Our Staff:** Need opportunities so they can become more effective in their college role.

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

**Our Organization:** Benefits 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.

**Professional Development in the Santa Clarita Community College District  
uses the following model:**



# 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 will be a full-time administrator position;
- b. The DPD will report to the Vice President of Human Resources;
- c. The DPD will supervise a classified staff member who provides clerical support for the program.

## **Professional Development Coordinating Committee (PDCC)**

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

1. The PDCC, consisting of the DPD along with the chairs and vice chairs/co-chairs of the constituent committees, will meet at least once per semester.
2. The PDCC will have the following responsibilities:
  - a. Develop overarching goals for the constituent committees that will incorporate the District's strategic goals, CPT's goals, and annual themes;
  - b. Create an annual list of recommendations and goals;
  - c. Discuss and plan district-wide activities that will help develop community and address the Professional Development needs of employees;
  - d. Review intersecting initiatives and discuss how best to market those initiatives in an effort to achieve maximum participation.

3. PDCC will oversee the professional development budget:
  - a. Review the budget on an annual basis and make recommendations for expenditures;
  - b. Research additional funding opportunities for Professional Development.
4. The PDCC will be responsible for ongoing assessment of development activities:
  - a. Professional Development activities will have clear learning outcomes;
  - b. Professional Development activities will make wise use of District resources.

## **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 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 or Co-Chair(s) 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/Co-Chair(s) will serve as members of the PDCC.

## Roles of the Director of Professional Development, the Professional Development Coordinating Committee, and the Constituent Development Committees

### ROLES

Function	Director, Professional Development	Professional Development Coordinating Committee	Constituent Development Committees
<b>Planning</b>	Leads and facilitates planning	Represents constituent needs	Represents constituent needs
	Develops options and vision	Ties needs to individual and department, develops plans	Plans training opportunities for their respective group
	Provides energy and creates excitement for moving forward to develop plans	Reviews suggestions from DPD	
	Attends to details	Establishes campus-wide staff development activities and events to meet annual goals and priorities	
	Converts efforts to college strategic goals	Works with DPD to plan projects driven by the impact of constituencies Research Networking	
<b>Research Networking</b>	Searches for ideas for committee to consider	Networks with peers & resources	Researches ideas for new training topics that appeal to their constituent group
	Finds new ways to do things and new things to do	Assists in needs assessments and analysis of data	
	Networks with internal and external resources, in state and community		
	Determines feasibility of activities, cost benefit, analysis and budgets, and timeline		
<b>Implementation</b>	Once activities have been determined, the DPD makes it happen	Assists in planning	Assist DPD in identifying potential presenters/speakers for training topics
	Coordinates calendars and develops timelines	Promotes among constituencies	Acts as link between constituencies and events
	Allocates resources	Facilities, events & projects	Participates (ESSENTIAL)
	Attends to details (facilities, etc.)	Participates (ESSENTIAL)	
		Acts as link between constituencies and events	

# ROLES

Function	Director, Professional Development	Professional Development Coordinating Committee	Constituent Development Committees
<b>Evaluation</b>	<p>Designs draft evaluation process to assess effectiveness of activities</p> <p>Collects data, summaries, analyses, and communicates results to committees</p>	<p>Assists in defining outcomes to be assessed and networking for doing so</p> <p>Endorses evaluation process</p> <p>Reviews results and include impact in planning for the next stages</p>	<p>Evaluates training to determine if it was beneficial to their constituent group</p>
<b>Accountability</b>	<p>Monitors plan &amp; budget</p> <p>Ensures objectives of activity are met</p> <p>Complies with legal requirements of funding sources</p> <p>Prepares process and budget reports for review by committee and other bodies (internal/external)</p>	<p>Provides oversight to the process</p> <p>Makes recommendations in reallocation of resources as plan progresses</p>	<p>Takes responsibility for identifying relevant and meaningful training content for their constituent group</p>
<b>Communication</b>	<p>Hub of communication for all information to and from committee, administration and outside agencies</p> <p>Receives information and disseminates to various sources, staff, outside agencies, administration, etc.</p> <p>Responsible for summarizing or determining what information needs to be sent forward</p> <p>Develops vehicles for communication including reports, homepage, e-mail, newsletters, memos, personal contact, and appropriate Board agenda items</p>	<p>Communicates above the plan and process to constituencies, work groups and College at large</p> <p>Communicates committee decisions, connects activities to Strategic Plan, &amp; promotes desired outcomes/benefits to staff, program, college</p> <p>Serves as a “sounding board” for institutional change - monitors pulse and mood of campus</p>	<p>Communicates at appropriate meetings and other venues upcoming training opportunities available for their constituent group</p> <p>Promotes training opportunities to ensure a high level of participation from their constituent group</p>

# ROLES

Function	Director, Professional Development	Professional Development Coordinating Committee	Constituent Development Committees
Communication (Cont'd)	<p>Consults, coordinates, communicates and cooperates with key governance bodies on campus</p> <p>Facilitates action, meetings, communication within and among groups</p> <p>Serves as a resource for staff - helps explain how the organization and structure work and enable people to get through the loops and hoops</p>		

## EVALUATION AND USE OF ANNUAL NEEDS ASSESSMENT SURVEY RESULTS

Annual needs assessments are completed by the administrators, faculty, and classified staff each spring. The Professional Development Committees use this information to plan and develop training opportunities for their respective groups for the coming year.

Professional Development activities have clear learning outcomes and include an evaluation to be completed by the participants. Evaluation results are shared with the activity presenter/instructor and the constituent committees and are used in determining future Professional Development programming. The evaluation forms are available online in Frontline Education.

Annual needs assessment results and individual workshop evaluation results are discussed with the appropriate Professional Development committees to ensure collegial consultation, participatory governance, and campus-wide communication of Professional Development program plans and objectives.

This will also ensure that constituent professional development training needs are represented and addressed and communicated back to each respective constituent group. This will provide an opportunity for the constituent groups to provide energy, enthusiasm, and support for professional development program offerings.

In addition, questions are included on the annual Faculty and Staff Survey that ask employees to provide feedback and ideas on their desired training needs for the coming year. This information is then shared with the appropriate Professional Development committees.

A full program review is completed every three years with updates completed annually. The program review is shared with the Professional Development Coordinating Committee to review and provide input, feedback, and ideas before it is officially submitted.

## FUNDING

The Professional Development program receives annual funding from the District. The annual operating budget for Professional Development programming is \$29,175. An additional \$5,300 is budgeted for New Employee Orientation.

## INTEGRATION INTO THE EDUCATIONAL AND FACILITIES MASTER PLAN

The Professional Development section of the Educational and Facility Master Plan was updated in fall 2016, and was revised as follows: 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 support the institution's strategic goals. The College's mission statement states that we embrace diversity, foster technical competencies, support the development of global responsibility, and engage students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

Faculty, staff, and administrators have extensive professional development opportunities to help them create the strategies and pedagogies that ensure success among all students.

## COORDINATION OF PROFESSIONAL DEVELOPMENT FUNDING SOURCES

There are other programs that provide Professional Development funding. These include:

- 3SP (Student Success and Support Program)
- Student Equity
- Basic Skills
- Diversity
- DSP&S (Disabled Students Programs and Services)

Although funding for these programs is not coordinated through the Office of Professional Development, the training provided by these programs is coordinated through the Office of Professional Development. Workshop proposals are submitted through Frontline Education by the coordinator of the respective program and are marketed by the Office of Professional Development. This process provides a one-stop shop for employees to view all upcoming Professional Development opportunities and register for the ones that are of interest to them. The Office of Professional Development is able to provide reports on attendance at each workshop as well as a summary of the evaluations completed by the workshop attendees.

## HOW IS SUCCESS MEASURED?

At College of the Canyons, success is measured using the twelve district-wide strategic goals:

1. Teaching and Learning
2. Student Services
3. Cultural Diversity
4. Human Resources
5. Institutional Advancement
6. Institutional Effectiveness
7. Financial Stability
8. Technological Advancement
9. Physical Resources
10. Innovation
11. Campus Climate
12. 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, and ensuring a meaningful return on investment of professional development resources.

# ACCOMPLISHMENTS FOR 2019/20

1. Transition to Virtual Professional Development - While we were not able to predict the COVID-19 pandemic, we were able to pivot quickly to provide a 100% online professional development program starting in mid-March.
  - Professional Development worked with workshop presenters to set up their sessions in Zoom.
  - Professional Development supported faculty in the move to remote instruction by adding the required trainings into Frontline for registration and tracking all completed hours in both Frontline and the Online Instructor Excel spreadsheet.
  - In addition, many classified and administrative staff began taking additional Professional Development trainings to supplement their normal workload when we moved to working remotely. All of these hours are being tracked by Professional Development.
2. Professional Development trainings offered to COC employees has grown each year since this program began, with steady increases in new programs, services and training initiatives developed and the additional Professional Development required of faculty to teach online this spring/summer/fall during the COVID-19 pandemic.
  - There has been a 276% increase in the number of employees served:
    - Fall 2000 -- 567
    - Fall 2019 - 2135
  - There has been a tremendous increase in the number of trainings offered:
    - 2001/02 -- 245 workshops
    - 2018/19 -- 853 workshops
    - 2019/20 - 1251 workshops \*This is a 46.5% increase in workshop offerings over last year and a 410% increase in workshop offerings since 2001/02!
3. LEAP 1 – Leading in a Crisis Offered in Spring 2020
  - LEAP: Leading in a Crisis was offered in Spring 2020 in a virtual format due to the COVID-10 pandemic. Sessions focused on leading in crisis, planning, networking, developing partnerships, advocacy, leading change, and community college leadership from the CEO perspective.
  - We had 28 participants:
    - 20 classified/confidential staff
    - 7 administrators
    - 1 adjunct faculty
4. Digital Badges were developed for select professional development programs:
  - Management Academy
  - LEAP 1
  - LEAP2
  - LEAP Forward
  - LEAP Onto the Path
  - Pathways Professional Institute
  - Office Professionals Institute
  - Customer Service
  - Cultural Diversity and Equity
  - Program Planning and Development
  - Dean’s Academy
  - Department Chair Academy
  - Curriculum Academy
  - Office Technology
  - Project Management
  - Online Instructor Certificate
5. Worked collaboratively with the Classified and Administrative Professional Development Committees to develop a plan to use the \$67, 644 we received in May 2019. These funds are to be used to develop professional development opportunities that support the Chancellor’s Office Vision for Success goals.

6. Select workshops were “packaged” and made available as a series. Examples include:
  - CalPERS & CalSTRS + Social Security Workshops
  - Office Technology Series
  - Curriculum Academy
  - Summer Technology Institute
  - Administrative Summer Virtual Retreat: Supervising a Remote Workforce
7. Coordinated an Administrative Retreat in January 2020 that focused on the principles put forth in the book by Brene Brown *Dare to Lead*.
  - The retreat took place on January 29, 2020 with the theme Dare to Lead, based on the book of the same name by Brene Brown. Every administrator receive a copy of that book prior to the holiday break in December to read prior to the retreat. A facilitator led us through the concepts of the book, and engaged us in small and large group discussion.

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## GOALS FOR 2020/21

1. Launch Cornerstone by 7-1-2021.
2. Work with Flavio Medina-Martin, the Director of Diversity and Inclusion, to ensure a robust calendar of Professional Development offerings on the topics of race, equity, cultural diversity, and unconscious bias.
3. Support the efforts of Dr. Van Hook and Chancellor Eloy Oakley regarding the Call to Action on race and equity issues.
  - a. Support COC’s efforts with regards to our membership with the USC Race and Equity Center and the Community of Practice in the Vision Resource Center.
  - b. Work with the Faculty Professional Development Committee and CETL to provide training for faculty during fall and spring FLEX weeks and throughout the year on evaluating their classroom and learning cultures, curriculum, lesson plans and syllabi, and course evaluation protocols to ensure inclusive classrooms and anti-racism curriculum.
  - c. Communicate to the campus the Community Colleges for Change group that is available in the Vision Resource Center and created by the Chancellor’s Office. This community is designed with the intent to support campus leaders, at all levels, with navigating structural, systemic change efforts.
4. Work with LEAP Solution Teams to implement the Cougar Talks and Celebrating Milestones projects.
5. Offer LEAP 1 in Spring 2021.
6. Develop a Customer Service training program.
7. Offer a Project Management training program.
8. Work with Incident Command to offer Emergency Preparedness trainings at both campuses.

# APPENDIX

- A. Accreditation Standards for Professional Development
- B. State Reporting Guidelines
- C. Title 5 and Education Code
- D. AB 2558
- E. Professional Development at Other Colleges

## A. ACCREDITATION STANDARDS FOR PROFESSIONAL DEVELOPMENT

The accreditation section for Professional Development is included in standard IIIA. Human Resources, Section 14

[http://accjc.org/wp-content/uploads/Guide-to-Evaluating-and-Improving-Institutions\\_May2017.pdf](http://accjc.org/wp-content/uploads/Guide-to-Evaluating-and-Improving-Institutions_May2017.pdf)

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

### **Evaluation Criteria:**

- The institution offers professional development programs consistent with its mission.
- The institution has methods to identify professional development needs of its faculty and other personnel.
- The college engages in meaningful evaluation of professional development activities and uses results for improvement.
- The college measures the impact of professional development activities on the improvement of teaching and learning.

## B. STATE REPORTING GUIDELINES

The purpose of the flexible calendar program is to provide time for all college staff to participate in development activities that are related to “staff, student, and instructional improvement” (Title 5, section 55720). The flexible calendar program is a component of the staff development program and the major vehicle for faculty participation in development activities. The flexible calendar program allows faculty (full-time, part-time, instructional and non-instructional) the time to work individually or with groups to achieve improvement in three distinct areas:

- Staff improvement
- Student improvement
- Instructional improvement

Flex activities can be, but are not limited to, training programs, group retreats, field experiences, and workshops in activities such as course and program development and revision, staff development activities, development of new instructional materials, and other instruction-related activities.



**All Professional Development activities must fall within the following nine categories identified by the Chancellor's Office:**

1. Activities related to course instruction and evaluation
2. Activities related to staff development, in-service training and instructional improvement.
3. Activities related to program and course curriculum or learning resource development and evaluation
4. Activities related to student personnel services
5. Activities related to learning resource services
6. Activities related to student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity
7. Activities related to departmental or division meetings, conferences and workshops, and institutional research
8. Activities related to other duties as assigned by the district
9. Other activities that contribute to the improvement of instruction, administrative, or student services
  - The Flexible Calendar Activity Online Submission Form must be completed annually and submitted to the Chancellor's Office no later than June 1st.
  - The Flexible Calendar Certification Form must be signed and received into the Chancellor's Office by June 15th.

## **C. TITLE 5 AND EDUCATION CODE**

The State uses the Title V and Education Code to direct the implementation and funding of California Community College Professional Development programs.

### **EDUCATION CODE SECTION 87150-87154**

[http://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=51.&chapter=1.&article=5](http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=51.&chapter=1.&article=5).

#### **87150.**

There is hereby established the Community College Professional Development Program, to be administered by the board of governors, the purpose of which is to provide state general funds to community colleges for supporting locally developed and implemented faculty and staff development programs.

**87151.**

The board of governors shall annually allocate funds, when appropriated for purposes of this article, only to a community college district whose chief executive officer has submitted to the chancellor an affidavit that includes all of the following:

- a) A statement that each campus within the community college district has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs.
- b) A campus human development resources plan has been completed for the current and subsequent fiscal years.
- c) A report of the actual expenditures for faculty and staff development for the preceding year.

**87152.**

a) Any funding appropriated for purposes of this article shall be allocated to the community college districts that provide professional development opportunities to both faculty and staff. Funding shall be disbursed in accordance with rules and regulations adopted by the board of governors.

b) Community college districts that receive funding pursuant to this section shall include the employee's time used participating in the Community College Professional Development Program in the employee's contractually obligated hours.

**87153.**

The authorized uses of funds allocated under this article shall include all of the following:

- a) Improvement of teaching.
- b) Maintenance of current academic and technical knowledge and skills.
- c) In-service training for vocational education and employment preparation programs.
- d) Retraining to meet changing institutional needs.
- e) Intersegmental exchange programs.
- f) Development of innovations in instructional and administrative techniques and program effectiveness.
- g) Computer and technological proficiency programs.
- h) Courses and training implementing affirmative action and upward mobility programs.
- i) Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem.

**87154.**

This article shall be operative during any fiscal year only if funds are provided therefor in the annual Budget Act for that fiscal year or other legislation.

## D. AB 2558

In September 2014, Assembly Bill 2558 was signed by Governor Brown, and established the Community College Professional Development Program. This legislation mandates that Professional Development be provided at every California community college for all employee groups --faculty, classified staff, and management/administrators.

Section 87150 of the Education Code is amended to read:

*There is hereby established the Community College Professional Development Program, to be administered by the board of governors, the purpose of which is to provide state general funds to community colleges for supporting locally developed and implemented faculty and staff development programs.*

The legislation goes on to say that each campus within the community college district will have an advisory committee, composed of administrators, faculty, and staff representatives, that assists in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs. A campus human development resources plan and a report of the actual expenditures for faculty and staff development for the preceding year are also required.

The full text of this bill is available online at [http://www.leginfo.ca.gov/pub/13-14/bill/asm/ab\\_2551-2600/ab\\_2558\\_bill\\_20140221\\_introduced.htm](http://www.leginfo.ca.gov/pub/13-14/bill/asm/ab_2551-2600/ab_2558_bill_20140221_introduced.htm).

College of the Canyons provides a comprehensive Professional Development program for all employees in accordance with this legislation.

## E. PROFESSIONAL DEVELOPMENT AT OTHER COLLEGES

Every two years, the California Community College Council for Staff and Organizational Development (4CSD) conducts a comprehensive survey of the California Community Colleges that asks the following questions:

1. How many FLEX days for faculty does your college currently have?
2. When are your FLEX days scheduled?
3. Do you have any required FLEX days? If yes, how many?
4. What professional development training opportunities are offered specifically for faculty (full-time and adjunct)?
5. What do you call your FLEX days/program?
6. Are all employees invited and encouraged to participate in your FLEX program? If no, why not?
7. If classified staff attend FLEX days, how is this done?
8. What professional development training opportunities are offered specifically for classified staff?
9. What professional development training opportunities are offered specifically for administrative/management staff?
10. What training is not offered currently on your campus that you would like to see offered?
11. Who coordinates your professional development program? If it is a faculty member on release time, what percentage of release time is dedicated to coordinating professional development?

12. What is the annual operating budget for your college's professional development program? (please do not include salary and benefits for the program coordinator and any staff members)
13. Is professional development funding divided among the employee groups (faculty, classified staff, and administrators)?
14. Do employees receive funding to attend off-campus conferences or other off-campus training opportunities? If yes, what is the amount they receive?
15. How is funding distributed for employees to attend off campus conferences or off campus training opportunities?

The most recent survey was conducted in spring 2016. A total of 34 colleges responded. The results are summarized below.

## IN SUMMARY:

The average number of FLEX days in California's community colleges is 5.5;

- 81% of FLEX days are scheduled the week preceding the start of the fall and spring semesters;
- 60% of colleges have required FLEX days;
- 73% indicated that all employees are invited and encouraged to participate in their FLEX program;
- 67% of colleges provide accommodations for classified staff to attend FLEX activities;
- With regards to who coordinates their professional development program:
  - 34% are full-time faculty
  - 25% are full-time administrators
  - 11% are classified staff
  - 8% are faculty with release time to coordinate their program
  - 0% indicated that part-time employees coordinate their program
- 27% of colleges indicated that their annual operating budget is more than \$35,000 annually;
- 51% indicated that professional development funding is divided among all employee groups;
- 22% indicated that employees receive funding to attend off-campus conferences or other off-campus training opportunities.





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