

CITY COLLEGE OF SAN FRANCISCO
PROFESSIONAL DEVELOPMENT PLAN

2020 t 2024
July 2023

Contents

CCSF Mission and Vision.....	
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Purpose of the Professional Development Plan 202023

The purpose of this plan is to provide a framework that implements goals of the Education Master Plan (EMP), builds accountability, establishes dynamic goals, and creates transparency while prioritizing the climate of our institution.

Planning process

The College Professional Development Committee (PDC) served as the workgroup responsible for the Professional Development (PD) Plan. Participants in plan development included classified staff, faculty, and administrators.

In an engaged and participatory process, the workgroup reviewed and evaluated the previous PD Plan, the Education Master Plan (EMP), and responses to Flex Day surveys. The PD Plan 202021 speaks directly to achieving EMP goal VIII, expand and encourage opportunities for professional development. Further, recognizing the preeminence of the EMP for CCSF institutional planning, and noting that PD activities are necessary for the college to be able to achieve the other EMP goals, the workgroup chose to use EMP as the framework for the PD Plan.

The workgroup conducted a needs assessment through a review of Flex Day survey responses (2018, 2019, and January 2020). Focusing on suggestions for future professional development activities, the group distilled and synthesized themes and mapped the results to EMP goals. The three EMP goals with most mappings were selected as Flex strands for one of the plan (202021). The workgroup used these mappings, along with other constituent input, as the basis for specifying activities to support each goal. After the workgroup developed a coherent draft, the plan was presented to governance and constituency groups for additional feedback and revision.

Framework Education Master Plan Goals 2012025

- I. Improve the student experience
- II. Institutionalize equity
- III. Improve communication
- IV. Strengthen credit and noncredit programs
- V. Improve operation of the College
- VI. Strengthen community, education, and industry partnerships
- VII. Maintain, improve, and build facilities
- VIII. Expand and encourage opportunities for professional development

The Professional Development Plan (PDP) serves as a means by which the college implements the EMP goals. The PDP complements and supports other college plans, including the Technology Plan, Student Equity Plan, and Adult Education Plan. For more information, see ccsf.edu/plans.

Guiding Principles for Professional Development at CCSF

1. Student-minded
2. Purposeful, useful training that is accessible and inclusive
- 3.

Function and resources	Responsible part(ies)
Create PD yearly plans, including selecting EMP goal for particular emphasis, and identifying PD activities support those goals in keeping with the PD guiding principles. Annually evaluate effectiveness, seek opportunities for improvement.	College Professional Development Committee(PDC)

Function and resources	Responsible part(ies)
Facilitate faculty and classified staff training and professional development that promote teaching excellence and high standards in specified skills	Department Chairs (DCC contract Appendix G.22)
Provide PD opportunities supporting assessment and use of assessment results for improvement	Office of Institutional Effectiveness, SLO Coordinator team

*HRPD and OOL will manage VRC so content stays fresh and relevant. Sources include those provided by Online Learning. Anyone can submit relevant content/learning to VRC as it is available and shared. Only those who intend on uploading and updating content frequently are assigned due to the learning curve and to keep content clean

Year 1 (20202021)

Constituency Group, PD content	Who organizes?	How supported?
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Constituency Group, PD content	Who organizes?	How supported?
All employees Activities that unify the college around issues of equity (F, O) 1. Communities of practice, which include faculty, staff, admin, with broad representation, organized around specific topics related to equity (O) Note: Communities of Practice tend to be interdepartmental 2. One book/one college, including 2 or 3 meetings to connect shared experiences and build empathy.	1.a. OSE, in collaboration with ORP, Fan5 members^ and others across the college with professional development responsibilities. 2.a. PDC in collaboration with the Faculty Professional Development Committee; Library, Creative Writing program.	1.a.i. CGG^ 2.a.i. Internal, within regular scope of responsibility.

GOAL B: Improve Communication

Constituency Group, PD content	Who organizes?	How supported?
Classified 1. Training on public speaking; effective and professional communication (F, O)	1.a. HR. SEIU will have a role per the CBA.	1.a.i. TBD considering guidance from the State and consultation with SEIU.
Faculty 1. Training on how/when to communicate with students who are struggling or failing.	1.a. Collaboration between OSE^, ORP, RiSE, Academic and Institutional Affairs, Student Affairs, department chairs, deans, and program leads organized resources.	1.a.i. Tap expertise of CC employees (to be identified), CGG^

Constituency Group, PD content

Who organizes?

How supported?

GOAL C: Improve Operation of the College

Constituency Group, PD content	Who organizes?	How supported?
Classified 1. Banner, Argos, Excel, P] v v Ē [• } u % μ š Ē training on requisitions (F, O) Support more access to attend training for classified staff.	1.a. District Business Office, collaboration with PDC.	1.a.i. Opportunity for current employees to provide training.
Faculty 1. Training in Canvas and other educational technology related to continuity of instruction (e.g., early alert, connection and communication systems).	1.a. OOL. RiSE, OSE^, as well as Academic Senate, SVCs, Academic and Institutional Affairs and Student Affairs AVCs Deans, Department Chairs	1.a.i. Opportunity for current employees to provide training.

All employees

- | | |
|---|---|
| <p>1. Training on Budget, Banner, Argos, MS Office Suite, Zoom, CCCConfer, VRC (F, O)</p> | <p>1.a. PDC in collaboration with District Business Office, may</p> |
|---|---|

Annually in early spring, the Professional Development Committee (PDC) will review Flex Day survey responses, other available input from constituency groups, and any additional considerations determined to be relevant. Themes identified will be mapped to EMP goals. The PDC will select the set of EMP goals for a particular focus. For each selected EMP goal, PDC will identify a set of activities covering the three employee constituency groups (classified staff, faculty, and administrators) by constituency and for the college as a whole. The PDC will also develop the Flex theme for the upcoming year.

Year 2 (2021-2022)

EMP goals for particular focus: II, III, V and VIII.

Flex theme Reaching Out, Reaching In

In times of change and uncertainty, our unwavering commitment to the college will continue to unite our community. We strive to achieve a sustainable and accessible environment for our students, as well as ourselves. Through internal and external resources, CSF will continue to improve and enhance the Reach Out & Reach In.

Four Flex strands for 202022 were identified to support these efforts. Improving the student experience, institutionalizing equity, improving communication, and improving the operation of the

GOALD: Improve he Student Experience

Constituency Group, PD content

Constituency Group, PD content	Who do we need to engage with to help?	How supported?
Administrators - Leadership training; - o Mentor and develop staff; - o Share a vision and communicate goals - o Tools for strategic management - Teambuilding - o Effective collaboration - o Fostering open dialogue - o Utilizing team potential	Administrators: - HRPD - AAEC	Internal resources. Opportunity for current employees to provide expertise. CGG^

All Employees

Technology and communication

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- Outlook email/calendar
- Utilizing MS Office Suite (Teams, SharePoint, OneDrive, Forms)
- Courses in perception, conflict resolution, cultural differences, communication climate, interpersonal communication, using communication as a tool

- Leadership training for everybody, especially aspiring leaders
 - o Understanding the organizational structure of the college
 - o Effective collaboration
 - o E.g., Leading from the middle

All Employees:

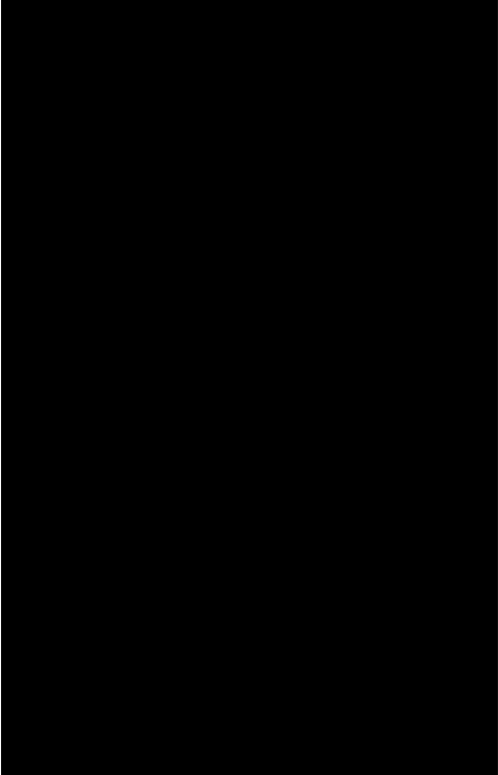
Constituency Group, PD content	Who do we need to engage with to help?	How supported?
- Providing information about resources available for students		Opportunity for current employees to provide expertise.

^a Subject to availability of funds, fit with District priorities, and terms of approved plans, categorical allocations and grants.

Year 3 (202-2023)

EMP goals for particular focus: II, III, IV, V, and VIII (for year 3 added goal IV, detail table for goal VIII detail table added)

Flex theme Centering Students as We (Re)construct the Fabric of Our World

- Available resources and supplies for students (printing solutions, other R2C initiatives etc.)- training on how to use and how to train students to use - Training on best practices to support a diverse student population at a community collegeand our capacity to serve; ensuring our training reflects who our students are	Student Support Services ITS R2C Committee	Internal resources and departments
	ITS Office of Student Equity	

cutting edge; resource requests		
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All employees:

- Knowledge of available programs and functionality District Business Office
- District Business Office Fiscal transparency roles and responsibilities budget creation; how to manage budgets Counseling departments
- Continuous training on how to digitize, upkeep, and support forms with the goals of efficiency and consistency

- Making community aware of available resources to be a confident employee HRPD
- Training and solidifying the culture of providing good service to students and employees (redefine student support) ITS Fan5
- Knowledge about technology and software Student Affairs
- Utilizing the same technology to be consistent across the board Online Learning/ Distance Education
- Mental health PD
 - o Training on how to help and support students experiencing mental health challenges Student Health Services
 - o Training on an employee's own mental health and sustainable self-care practices

importance of access, belonging, and unity, we ~~can~~ create webs of connections that allow our students to expand and (re)connect, rather than getting stuck in the labyrinth of our complex and unfamiliar systems.

Actions have a more significant impact than intent. By changing the discourse and connecting our

OOL	Office of Online Learning
ORP	Office of Research and Planning
OSE	Office of Student Equity
PDC	Professional Development Committee
Title IX	A Federal law that protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that: No person in the United States shall, on the basis of sex, be excluded from participation, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. (US Department of Education, April 20
TLC	Technology Learning Center
VRC	Vision Resource Center