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Part 1: Preface

This College Professional Development Plan is comprised of three distinct plans: (1) Faculty Professional Development Plan, (2) Classified Staff Professional Development Plan, and (3) Administrators Professional Development Plan. Each plan was drafted by members of the three respective constituent groups serving on the College Professional Development Committee, vetted by unit members of the three constituent groups for input and recommendations, and received general support by the respective members. The content, format and recommendations noted in each plan is the result of each constituent group’s approach to drafting their very first professional development plan. These initial plans are simply a starting point to highlight the current status of the professional development activities, needs and priorities. The intent of having an initial professional development plan is to lay the foundation for continued discussion around how City College of San Francisco will be able to address the professional development needs of faculty, classified staff and administrators in the years ahead.

Part 2: Introduction

Understanding of College-wide Planning Process

As noted in the College’s Education Master Plan, in order to continuously improve as an organization, all employees will be encouraged and given opportunities to increase their skills primarily for the following reasons:

- Organizational and professional development activities benefit students’ overall educational experience
- Sustained improvements in performance are supported by ongoing professional development
- Organizational development promotes qualities such as leadership, collegiality, and respect for and appreciation of individual differences

Therefore, the College Professional Development Committee has created a professional development plan for the 2015-16 academic year as a first step in developing a more comprehensive 3-5 year plan. By focusing our attention on faculty, classified staff and administrators’ professional development needs, we believe we will be in a better position to concretely assess and evaluate the results of 2015-16, which will in turn help us to better lay the foundation for future years. It is of utmost importance that the plan be practical (not simply theoretical), inclusive (so that interested employees could easily participate) and reasonably easy to implement.

Exceptional professional development promotes respect and collegiality along with increasing skills. Opportunities to engage in face-to-face, interactive and meaningful social activities with
colleagues will improve relationships as well as a sense of well-being and increase positive attitudes toward one’s work and the workplace. Widespread recognition of individual contributions towards fulfilling the College’s mission must be achieved through formal and informal means. For these reasons, this plan reflects an emphasis on college-wide professional development to complement constituent- and department-specific professional development.

A sound, comprehensive, sustainable, and well-executed professional development plan that addresses the needs of faculty, classified staff and administrators can help the CCSF achieve its goal of institutional excellence. Moreover, the professional development plan needs to identify and create opportunities for the entire College community, including students, to engage in learning experiences that promote communication, leadership skills, and ethical decision-making. This plan makes provisions for using the College’s program review process to identify and prioritize department-specific as well as college-wide professional development needs against available resources to support these institutional priorities in 2015-16, and sets forth a process to inform future years.

**College Professional Development Committee**

After a few years of inactivity, the College Professional Development Committee started to reconvene in Fall 2014 on a biweekly basis. The College Professional Development Committee is comprised of:

- Three faculty (appointed by Academic Senate)
- Three classified staff (appointed by SEIU) and one classified staff support (from the Office of Professional Development)
- Three administrators (appointed by the Chancellor or designee)

The College Professional Development Committee Chair would normally be the Dean of Employee Relations or designee.

In alignment with the College’s mission and Education Master Plan, professional development is an additional area of focus to support all members of the district community in fostering student success, in adapting to changes in instructional and student development needs, and in implementing new supportive technologies and structures. The possibility of promotions and the addition of new employees at various levels are other factors that call for increased training and documentation to enhance skills and improve collaboration.

The goals of professional development include:

a. Helping employees enhance their job skills, obtain job-related knowledge and information, and/or prepare for higher-level positions
b. Fostering a cohesive, effective and proactive institution
c. Promoting qualities such as leadership, collegiality, and respect for and appreciation of individual differences.

The purpose of the College Professional Development Committee is to serve as a focal point for professional development to the entire College community by:

a. Building on the existing wealth of knowledge at CCSF for workshops and training
b. Creating an institutional culture that encourages and values ongoing professional development
c. Promoting an appreciation of lifelong learning, personal development, and educational and professional advancement for all employees
d. Embracing the diversity of our world by forging a supportive learning and working environment

The committee is responsible for:

a. Planning and assisting with the implementation of in-service professional development workshops and training opportunities for all employees (e.g., convocation/Flex Day events and student learning outcome workshops)
b. Soliciting and evaluating feedback from each in-service professional development activity
c. Conducting annual professional development surveys and assessing results
d. Recommending professional development requests based on the needs identified from in-service professional development activities, annual surveys, listening sessions, program reviews, and/or other meetings and forums
e. Addressing concerns, issues and suggestions and making recommendations related to professional development
f. Providing an annual report of professional development activities and effectiveness of the College's professional development program
g. Researching and providing links and resources for professional development opportunities on and off campus
h. Exploring the feasibility of augmenting/expanding on-site trainings and workshops

Working Assumptions in Developing a College Professional Development Plan

In writing this plan, the College Professional Development Committee made several assumptions regarding the nature of the College and the professional development needs of the college community:

1. There are three main constituencies to be served: (1) Faculty (inclusive of department chairs and adjunct faculty), (2) Classified staff, and 3) Administrators. Since the professional development interests and needs will vary among each of the three
constituencies, those planning any program of professional development must be attentive to the similarities and differences of the needs of each group.

2. Professional development programs, activities and services need to be inclusive. Planners and implementers need to make information widely available across the College, seeking input and building consensus.

3. Professional development programs, activities and services need to be accessible. Programs need to be scheduled at every College location as resources allow and mechanisms for maximum attendance need to be built into the planning when possible, while also recognizing that some professional development opportunities work best in smaller groups. Ultimately, a variety of opportunities and means for learning should be planned in keeping with the goal of providing for employee learning.

4. All professional development programs, activities and services need to be evaluated. Formative and summative evaluations are needed on a regular basis to ensure that the goals of the program are being met. The cost-effectiveness of programming needs to be evaluated as resources allow. New programs and services need to be based upon institutional and individual unmet needs. Recurring programs and services need to be continuously improved through thoughtful feedback from participants.

5. To the extent possible, professional development activities should be:
   a. Mentally stimulating, highly interactive and creative with dynamic presenters/facilitators;
   b. Timely and well-organized in their content;
   c. Clear in purpose, with well-defined objectives and assessment of desired outcomes;
   d. Structured, when necessary, to be a progression of skill development with various entry points (i.e., beginner, intermediate and advanced);
   e. Designed to utilize and develop the expertise available within the College when possible, and supplemented by outside speakers to foster a larger a larger perspective and connect with best practices throughout the state;
   f. Substantive and sustained over time when necessary to create lasting change in practices;
   g. Offered conveniently, in a respectful atmosphere conducive to learning;
   h. Well-supported with institutional resources of time, expenditures and supervisor-facilitated attendance and incentives for participation;
   i. Results-oriented with follow-up activities, handouts and support systems in place.

This plan assumes that all employee constituencies will be served but places an emphasis upon full-time employees and adjunct faculty in the early years. While student workers/assistants constitute another important group to be served, this involvement will come in later years of planning, due to resource limitations at this time. The plan hopes to reach this group indirectly at
first by facilitating better supervisory skills among those who coordinate the work of student workers/assistants.

For classified staff, professional development focuses upon:
   a. The enhancement, improvement and upgrading of job skills (including personal and professional skill enhancement)
   b. Training to keep current in the technological tools needed in their job
   c. Career development for those who desire to prepare for positions of increasing responsibility within CCSF or beyond

For faculty, professional development focuses upon:
   a. Professional growth related to the improvement of teaching effectiveness and student learning
   b. The acquisition and enhancement of classroom skills, knowledge and techniques
   c. The necessity of keeping current in one's discipline

For administrators, professional development focuses upon:
   a. The leadership and/or management of the institution, including personal and professional growth, improvement in decision-making, communication, planning, and measuring for institutional outcomes
   b. Other practical aspects of management, including operational issues and accreditation

Part 3: Faculty Professional Development Plan

Faculty Professional Development Committee

The Faculty Professional Development Committee is a subcommittee of the Academic Senate and handles all faculty professional development matters. It has as its goal to recommend policies for faculty professional development at CCSF. It is responsible for developing professional development plans and recommending faculty professional development programs and evaluation in support of the College Mission, institutional plans and initiatives, accreditation, and legal requirements.

Responsibilities include:
   • Develop a professional development plan for faculty consistent with the College Mission, Educational Master Plan, other institutional plans, accreditation standards and legal requirements
   • Set directions and make recommendations for professional development activities to meet the needs of College faculty
• Establish guidelines and procedures for faculty professional development activity proposals
• Evaluate the effectiveness of professional development and make recommendations for improvement
• Establish appropriate timelines to complete tasks and make recommendations

More specifically, the Faculty Professional Development Committee:
• Runs the assessment of faculty needs and evaluation of faculty professional development opportunities
• Determines, based on the assessment of needs, what faculty-focused workshops will be offered throughout the year
• Makes decisions about the allocation of Special Projects Grants to departments requesting funds through Program Review
• Participates in decisions about the awarding of sabbaticals

**Faculty Professional Development Funds**

Two funding opportunities exist for faculty professional development at CCSF: Faculty Travel Funds and Special Projects Grants. Each serves an important need. Faculty Travel Funds assist faculty in attending conferences or other events to stay current in their fields, to further their understanding of effective pedagogical practices. Special Projects Grants encourage faculty to design and implement innovative professional development projects here at CCSF.

**Faculty Travel Funds**

Faculty travel funds are provided annually by the District to the Academic senate. Faculty travel funds are disbursed based on the Faculty Travel Document. This document calls for the faculty travel fund to equal at least 50% of all funds allocated to “district travel.” If the district does not allocate adequate funds to “district travel” then the faculty travel funds will equal not less than $75,000.

After attending a conference or other activity using faculty travel funds, faculty members are expected to return and share their learning with appropriate district groups, with their department in the case of discipline specific information or with larger faculty or district if such information is relevant.

**Special Projects Grants**

Special Projects Grants are available to faculty and departments that have ideas in mind for professional development projects they would like to offer at CCSF. Each year, $20,000 is
available for faculty to apply for to develop projects that will advance student achievement in their area.

The Faculty Professional Development Committee assesses these projects and allocates funds based on clear criteria developed by the committee. Leaders of all projects that receive Special Projects Grants work with the Faculty Professional Development Committee to develop an effective evaluation method and then submit those evaluations to the Faculty Professional Development Committee.

**Faculty Professional Development Activities**

Various faculty professional development activities are organized by the Faculty Professional Development Committee, or are offered in consultation with the Faculty Professional Development Committee by the College Professional Development Committee, and the Office of Professional Development or by other programs and departments in the district, such as the Technology Learning Center and the Multicultural Infusion Project.

**Faculty Flex**

Since research shows that “there is little evidence that ‘one-shot’ workshops produce any change in pedagogical practice”, the Faculty Professional Development Committee is committed to offering sustained professional development which can be developed and reinforced through ongoing training over periods of time. In addition, because institutional focus and collaboration are crucial for institutional effectiveness, Flex will focus on a theme or themes.

Therefore, several flex days are offered per semester throughout the semester according to institutional need. Each semester/year, Flex focuses on a single theme chosen by the Faculty Professional Development Committee, the College Professional Development Committee and the Faculty Professional Development Coordinator in connection with the needs assessment and connected to the institution’s mission.

As needed, sub-themes may also be chosen and offered in addition to the main theme for smaller break-out sessions or for faculty with particular needs or interests to sign up for separately.

Possible themes:

- Basic Skills
- Student Equity
- Student Learning Outcomes
- State Mandates
- Participatory Governance
Accreditation
Program Review
Technology
Professional Development Principles

Flex obligations and other requirements are found in the Flex Credit Guidelines.

One Book Program

The One Book Program selects one book for the CCSF community to read each year and offers various activities around that book. It is designed to bring together the entire community, administrators, classified, faculty, and students, in order to further several important goals:
- To promote reading
- To promote creative and intellectual engagement
- To promote conversation across different disciplines and constituent groups

The One Book Program unites us across One CCSF.

Books can be nominated by anyone on the campus community, and are selected by the Faculty Professional Development Committee according to several criteria, such as
- Accessibility to all community members
- Quality of writing
- Ability to spark discussion across a number of disciplines
- Diversity of culture or perspective
- Ability to provide for new or challenging learning opportunities

Technology Learning Center

The Technology Learning Center (TLC) is part of the Educational Technology Department. The TLC organizes educational technology professional development trainings for CCSF employees.

Training is delivered in a variety of modes to meet the needs of CCSF administrators, classified, and faculty. From hands-on workshops, to online trainings, to sessions created specifically for individual departmental needs, the TLC wants faculty to feel comfortable using the tools educators need in the 21st century.

The TLC provides on-site and online support for educational technologies and applications that support instruction in the classroom and improve communication and collaboration within the campus community. Training workshops cover a wide array of educational technologies,
including Insight (Moodle), Google Educational Apps, Youtube, the CCSF Content Management System (CMS), iClickers, and more.

**Multicultural Infusion Project**

The Multicultural Infusion Project (MIP) leads faculty through core workshops focused on Multicultural Critical Pedagogy, Multiple Intelligences and Culture, Cultural Wealth and the Cultural Dimensions of Education in the service of creating more dialogue around issues of equity and engaging pedagogy. Furthermore, MIP holds campus-wide events with nationally renowned multicultural educators, speakers and advocates. Speakers have included Geneva Gay, Tim Wise, Jeffrey Andrade-Duncan, Darrick Smith, and Tara Yosso. MIP also holds multi-day retreats and institutes including its annual Equity Institute, around themes of equity.

**New Faculty Academy**

Each year the Office of Professional Development offers a New Faculty Academy, which helps newly hired faculty understand the district, procedures, and their rights and responsibilities. Newly hired full-time faculty are required to attend, part-time faculty are welcome to attend.

Part-times should receive financial support for participating.

The Academy begins with a New Faculty Orientation on independent Flex day and continues with meetings throughout the year. The Institute covers such things as:

- An overview of the district, including center and sites
- District facilities such as counseling, student health, and copying locations
- The Faculty Handbook
- The Collective Bargaining Agreement (contract)
- Course outlines
- Syllabus policies
- Tenure review process
- Human Resources and payroll
- Web4 tutorial including class list responsibilities
- Workplace safety & buildings and grounds
- Professional development opportunities and Flex responsibilities
- STRS retirement planning

Follow-up workshops will be arrange throughout the year covering such topics as:

- Governance structures
- Participatory governance
- Evaluation/tenure process
• Conference & travel leaves
• Student learning outcomes and assessment
• Classroom management
• Teaching and learning

In addition, each center offers a center-specific training each semester for any faculty newly assigned to a center which introduces the faculty member to the facilities and helps them successfully integrate with the center.

New Faculty Mentor Program

Background/Rationale
Research shows that mentoring of faculty improves student outcomes
The purpose of the new faculty mentor program is to improve student learning by supporting new faculty in acclimating to the institution and becoming familiar with its resources for teaching, learning and supporting students, and by increasing experienced faculty awareness and incorporation of ideas and practices from outside the institution via contact with faculty mentors.

Program Overview
• Program will be first two semesters of new faculty members’ employment at CCSF
• Mentor program is independent of the evaluation process
• Mentors and mentees receive independent flex credit for meetings during the semester (maximum of 5 hours) and flex credit for group meetings
• Mentor/mentee teams set at least three meetings during each semester, the first of which should take place within the first three weeks of the semester
• Mentees will attend one participatory governance meeting, one Board of Trustees meeting, and one Academic Senate Executive Council meeting during the year
• At the end of the second semester, both mentors and mentees will complete an anonymous evaluation of the program to provide data for assessment and improvement of the mentor program

Faculty Leadership Institute

The purpose of the Faculty Leadership Institute is to grow our leadership from within, develop potential. Ten workshops on various topics about leadership are offered per year. If faculty attend eight of them they will get a certificate and invited to a reception. Certain core topics are required for anyone seeking certification.

Topics:
• Introduction to leadership
- Leading organizational change
- Finding and interpreting data
- Understanding institutional cultures
- Encountering resistance
- Conducting effective meetings
- Team building
- Cultural competency
- Project management
- Assessment evaluation

Faculty Inquiry Groups

Faculty Inquiry Groups such as Reflective Teaching Circles offer faculty a safe, structured peer-support environment in which to approach issues in teaching. Designed to encourage faculty to discuss the ideas and issues that are central to learning and teaching, the Reflective Teaching Project is already being offered as a peer resource by faculty to other faculty in ESL and Transitional Studies.

Under the guidance of a mentoring facilitator, a focus teacher presents an important issue and the group, following the Inquiry Reflective Cycle, helps the focus teacher describe, analyze and reflect on the particular issue to find ways to address it.

Through a three-steps process (Description of the Problem, Interpretation, and Intelligent Action), the inquiry group reflects on the issue by having in mind the knowledge, skills, awareness and attitudes related to the issue in question. Then, each member of the inquiry group articulates and proposes intelligent actions to the focus teacher. This reflective cycle offers the participants effective ways to improve their teaching techniques, and increase their awareness of the inter-relationships among teaching, learning, and context.

Main purposes of the Reflective Teaching Project:
- Assist teachers to focus on the learning process by being part of an inquiry group that discusses varied issues related to students and/or the teaching-learning process.
- Increase the participants’ ability to work collaboratively and creatively with their colleagues.
- Get new perspectives on learning and on their own teaching contexts.

Miscellaneous Trainings

Based on the Annual Needs Assessment Survey, Program Review requests, major district changes and initiatives, etc., the following trainings will be offered in any given year to help
train district employees in all aspects of their professional lives. This list may continue to be developed and expanded as needed.

1. Program Review Training
   Professional development for all participants writing program review. Training includes format and best practices for writing Program Review. All who are involved in writing Program Review are encouraged to attend.

   Timeline: Beginning of each Fall semester
   Work Team: Faculty PD Coordinator, Office of Research & Planning

2. Student Learning Outcomes and Assessment Training
   Training in writing assessable Student Learning Outcomes and in conducting effective and statistically valid assessments of these outcomes. All who are involved in writing or assessing SLOs are encouraged to attend.

   Timeline: Each semester
   Work Team: Faculty PD Coordinator, SLO Officer, Curriculum Committee

**Faculty Professional Development Workshops for 2015-2016**

The Spring 2014 Faculty Needs Assessment Survey was conducted and 213 faculty responded: 34.42% were part-time faculty and 65.58% were full-time faculty. The overwhelming majority, 71.77% of faculty stated that CCSF did not provide enough professional development, and the professional development opportunities that did exist were often provided only by departments in department meetings. The administration was specifically cited as not providing support, and emphasis was made that there was no support for travel or conference attendance.

The most popular format for on-campus workshops, at 49.76%, was 1 to 1.5 hour long workshops that meet several times over the semester for follow up learning, discussion, and practice. This mirrors research-based best practices, which indicate that “one shot” workshops do not work and that in order to create substantive improvement, workshops need to be sustained over time. Several respondents noted that the format might vary depending on the topic.

The survey broke down possible workshop opportunities into three categories: general, SLO and assessment, and learning and pedagogy. The most requested general categories for professional development were:

   Effective communication -- 41.79%
   Know your Union contract/workplace rights -- 42.29%
Effective collaboration between departments and programs -- 46.77%
Best practices & model programs at CCSF -- 51.24%

The most requested SLO and assessment categories for professional development were:

- How to leverage technology to assess student outcomes -- 50.00%
- How to interpret the results and work towards improvements -- 52.22%
- Classroom assessment techniques to improve student outcomes -- 54.44%
- Effectively using different types of assessments -- 65.56%

The most requested learning and pedagogy categories for professional development were:

- Equity in teaching and learning -- 45.50%
- Working with multicultural students -- 43.00%
- Working with ESL students -- 43.00%
- Effective communication with students -- 46.50%
- Using technology in the classroom -- 49.50%
- Working with students with learning differences -- 52.00%

Part 4: Classified Staff Professional Development Plan

Introduction

Classified staff do the essential work that keeps colleges up and running. They keep campuses safe, clean and efficient. Most importantly, they strive to improve the lives of our students every day.

Classified staff work together with faculty and the administration for student success. They keep the doors open, the lights on, and the paperwork processed so faculty can teach and administrators can manage. Our group of more than 700 service employees do so much for the college community that dedicated funding for professional development is crucial for continued growth, lifelong learning, and workplace satisfaction. Recognizing the contributions made by classified staff and the need for dedicated funding, the California State Legislature and Governor made changes to the Educational Code by approving AB 2558 in September 2014.

Classified Staff Needs Assessment

In an effort to strive towards continuous quality improvement, six listening sessions were conducted in February 2015 at locations throughout the district. Participants were asked the following questions:
What specific skill would you like more training on?
What knowledge/content area would you like to receive more information and/or update?
What challenges are you currently facing in your office/unit/department?
What can the College provide to help you in your current position?
What would you like the College to provide with regard to staff professional development?
What additional question(s) should we ask you in our next survey or listening session?

Subsequent to the listening sessions, a comprehensive online survey was distributed to Classified Staff from late-February to early March 2015. The purpose of the survey was to better understand the professional development needs of classified staff. Questions on the survey include:

- What have been the most helpful aspects of on-campus professional development in the past?
- What could CCSF do to support your professional development?
- What formats of on-campus professional development interest you?
- What general topics would be of professional development interest to you?
- What are specific areas/topics that would be of interest to you for professional development opportunities?
- What learning topics would be of professional development interest for you?
- What times generally work for you to attend on-campus professional development?

Results from the six listening sessions and comprehensive online survey laid the foundation for the creation of this 2015-16 Classified Staff Professional Development Plan. A summary of the survey results on the training needs for Classified Staff (n = 149) are as follows:

- Job-Related Software Training -- 72.41%
- Banner Training -- 67.16%
- Personal Enrichment -- 57.93%
- Effective Communication -- 57.24%
- Grants for Classified Development -- 52.21%
- Retirement Planning -- 51.72%
- Locating Services and Resources at CCSF -- 50.75%
- Know Your Union Contract/Workplace Rights -- 50.34%
- Career Development/Navigating the Civil Service System -- 50.00%
- Adobe - Creating Fillable Online Forms -- 47.76%
- Cross Training -- 47.06%
- Supervisor Training -- 44.85%
- Argos Training -- 44.03%
- Departmental Website Training/Building -- 43.28%
Practices to Helping Students -- 42.65%
CPR Training -- 42.54%
Team Building -- 42.07%
Conflict Resolution -- 42.07%
Outlook Appointment and Calendar Training -- 41.79%

**Classified Staff Professional Development Priorities**

As a result of our analysis of the results and continued discussions, we aggregated our professional development needs into eight priority areas, which are:

1. Processes and Procedures

   To be effective in our roles and responsibilities, classified staff need consistency in processes and procedures throughout the College. Put differently, standardization is vital for interdepartmental understanding, which would result in greater clarity and less confusion about who is doing what and how things get done at the College. Consistency and standardization will go a long way to addressing the survey respondents’ requests for Effective Communication (57.24%), Locating Services and Resources at CCSF (50.75%), and Best Practices to Helping Students (42.65%).

2. Job-Related Software Training

   Classified staff supports the idea of having job-related software training sessions (duration of 60-90 minutes) several times a semester. These trainings need to be scheduled in advance and advertised widely to classified staff. Also, administrators need to encourage their classified staff to participate and be supportive of their professional development. Specific training topics include:
   - Banner Training
   - Adobe - Creating Fillable Online Forms
   - Argos Training
   - Departmental Website Training/Building
   - Outlook Appointment and Calendar Training

3. Civil Service and Career Development

   Because the City and County of San Francisco’s Civil Service system is complex, inaccurate information and misunderstandings can lead to confusion. Classified staff would like training for themselves and their managers to be more familiar with the Civil
Service system and all it entails. Such training is especially important to new hires. Questions to be addressed include:

- What does it mean to be a Civil Service employee?
- What does my classification mean?
- Are there opportunities for growth at CCSF? What do I need to do to move up or into another classification?
- What is the difference between Permanent Civil Service and Permanent Exempt status?
- What happens during layoffs?
- What exactly are the retirement benefits?
- If I’m considering retirement, when is a good time to inform the District?

Another noteworthy survey result is that support of classified staff through education and proper application of the Civil Service system would go a long way to build stronger relationships between constituencies. A thorough understanding of the system would likely also help teams maintain optimal student service levels and plan in the event of short and long term personnel adjustments.

Additionally, since our Human Resources Department are relied upon for compliance, knowledge and facilitation of Civil Service rules, ongoing training would be invaluable to be as helpful and resourceful as possible.

Many classified staff expressed a lack of career advancement opportunities at CCSF. Contributing to this issue includes the manner in which job announcements are carried out, restrictions in candidacy for certain positions, and the frequent use of District-only classifications. This often resulted in classified staff remaining in their classification for many years with little or no advancement as well as highly-skilled employees choosing to leave CCSF for other career growth opportunities. Classified staff would like to engage in open and frank discussions on this issue in an effort to increase workplace satisfaction. Related topics include:

- Know your Union Contract/Workplace Rights
- Career Development / Navigating the Civil Service System
- Supervisor Training
- Retirement Planning

4. Create Synergy: Who's Who at CCSF from Team Building to Problem Solving

One of the common themes to emerge from the classified staff listening sessions was the need for training between departments and centers in the Divisions of Student Development and Academic Affairs, especially in light of the need to provide equitable
services at various locations throughout the district. Classified staff would like to develop relationships with colleagues across the college to better understand the services they offer, to build stronger relationships with one another, and to better serve our diverse students body.

5. College-Wide Communication/Information Distribution Improvement

Classified staff very much would like to improve communication and cooperation across departments. The lack of uniform/common knowledge of college policies, procedures, processes, and resources available is not only frustrating to staff, but to students as well. One recommendation is to consider the use of outside consultants to work with classified staff to improve communication throughout the college. Best practices to cultivate a more fluid, collaborative, and open working environment would be welcomed by all.

Furthermore, classified staff yearn for clearer and easier-to-follow descriptions of what professional development opportunities are available. Having this document and sharing it with every classified staff would be very helpful, not to mention the importance of administrators and department chairs being made aware of this document as well. The hope and outcome of this document is to encourage conversations about classified staff professional development at all levels such that supervisors and classified staff will be able to work together to identify communication and professional development needs for staff to perform and excel in daily duties.

Clear and open communication can create a sense of trust, confidence, and transparency for all employees. In order for the Office of Professional Development to materialize this priority, this Office needs sufficient staff to support it.

6. Customer Service Improvement Tools and Assistance Techniques for Student Services

Students generally do not see us as employees of separate divisions and departments, but rather as employees of one college. For instance, classified staff working in the English Department are asked questions related to counseling and custodians are asked about where to go with their financial aid questions. An emphasis on more opportunities for classified staff across the district to come together (e.g., brown bag lunch meetings, information exchanging events, and informal social events) can help build a stronger college-wide classified employee team. Those classified employees who happen to be the only ones working in any given office can be especially isolated. The current division between Student Development and Academic Affairs has not been helpful to classified staff or the CCSF community as a whole.
7. Health Related/Stress Relieving Activities

The City and County of San Francisco Health Service System Wellness Center group exercise classes, workshops, coaching, and other activities are open to all employees and retirees of CCSF (http://www.myhss.org/events/seminars.html). Since these events and activities are not located at the Ocean Campus and centers, the classified staff suggest expanding the locations to take place at CCSF locations. The group exercise, interactive seminars, wellness coaching, and special events will meet the needs identified in the survey results (i.e., personal enrichment, CPR training, and team building).

8. Diversity Training

As informed by the College strategic plan and mission, training to understand the initiatives, practices, law, and services that support and enhance student and employee diversity continues to be of great importance.

**Flex Days**

There are two types of Flex Days at CCSF: All College Flex Days and Classified Flex Days.

1. All College Flex Days

There are professional development opportunities for classified staff during the All College Flexible Calendar (Flex) Days that take place at the beginning of fall and spring semesters. These Flex Days consists of professional development activities for faculty and staff in-lieu-of regular instruction to participate in activities (e.g., workshops, meetings and town halls) to engage in conversations about college-wide issues, share information and updates, learning something new, experience stress reduction, and meet other colleagues.

The administration encourages classified staff to attend All College Flex Day activities. However, some classified staff cannot participate due to high demand for student services, especially if they work in the Financial Aid Office and the Admissions & Records Office or if they are the lone classified staff in an office/department. The beginning of a semester tends to be the most difficult time for classified staff to be away from their work areas as this is the time that students line up to receive services. For all classified staff to attend any sort of training event on All College Flex Days, the entire college would need to be temporarily closed to the public and classified managers and department chairs would need to release staff so that they could attend. Although this is a difficult decision, classified staff believe this is what would be required for continuous
quality improvement of the institution due to the vital roles played by this key constituent group.

2. Classified Flex Days

Classified Flex Days are professional development opportunities to help classified staff grow in their positions. The agreement between SEIU Local Union 1021, in conjunction with the District and Classified Senate, was to work together to provide two Classified Flex Days per fiscal year. This brought about the first Classified Flex Day on January 4, 2001. Due to budgetary constraints and challenges related to coordination, Classified Flex Days came to a halt in 2009. Six years have passed and classified staff are still lacking the support they need to continue their personal and professional growth and development.

To ensure that the classified staff participate in professional development activities, they respectfully request that administrators and managers prioritize these activities and take action to bring back Classified Flex Days. Not only should classified staff be encouraged to participate, it might be reasonable to take it a step further by requiring classified staff to participate in these activities.

**Budgetary Considerations**

The Office of Professional Development has a budget of $250,000 for the 2015-16 fiscal year for all professional development activities. This Office of Professional Development is clearly understaffed and the $250,000 budget must be increased to accommodate additional staff to carry out the mission of the Office of Professional Development. Since the College currently does not have a designated employee who is responsible for training classified staff on various professional development topics (e.g., effective communication, conflict resolution, team building, customer service, stress reduction, workplace rights, and technology training) it would be prudent to consider hiring a training coordinator who could assist with planning, coordinating and implementing a range of professional development activities across the district.

Classified staff deserve an equitable portion of the Office of Professional Development budget commensurate with our contribution to the college community. Although a good portion of this budget is allocated to college-wide events, it is important to note the proportion of classified staff to faculty and administrators who are available to attend those events. As noted previously, in order to provide continuous services for students when the College is open, some classified staff often cannot attend college wide events.
The classified staff recommends 20% to 30% of the Office of Professional Development budget for classified staff professional development, in addition to the $30,000 that has been allocated to Classified Educational Grant (which is not in the Office of Professional Development budget because it is a contractual agreement with SEIU and the District). Given that classified staff account for approximately 30% of full-time employees, it stands to reason that the District should allocate a proportionate share of the Office of Professional Development budget to classified staff. This would mean that changes will need to be made to the funding model in order to achieve proportional allocation. More discussions on this topic need to take place to ensure a clearer and transparent process.

**Conclusion**

Because classified staff is vital to the operation of CCSF, they need and deserve dedicated professional development funding to support continuous quality improvement, skill development, opportunities for growth, and morale and team building. Without this vital constituent group, the College will not be able to keep its doors open. In addition to funding, classified staff also need the support and release time to attend the professional development activities made available. The Classified Professional Development Committee looks forward to working with the Office of Professional Development to help support the College to make necessary improvements to better serve our students.

**Part 5: Administrators Professional Development Plan**

**Introduction**

Leadership is all about engaging others in conversations that move people to action. The College has made great strides to provide meaningful professional development trainings, workshops and activities in recent years. The goal of these professional development is to help administrators understand the difference between managing and leading, look at issues from different perspectives, and be equipped with the knowledge and skills to help implement change.

Efforts to provide regularly scheduled professional development opportunities for administrators started in summer 2012 under Interim Chancellor Pam Fisher and continues today. Since Chancellor Art Tyler came on board in November 2013, biweekly professional development were held throughout the academic year. Specifically, the biweekly trainings were held on Fridays from 9 – 11 am at the Ocean Campus, and occasionally at the other centers.

Currently there are 39 administrators, of which 21 are new to CCSF since July 2013. Although most of the trainings have been facilitated by CCSF administrators, we have invited leaders in the community to speak to the administrators as well. For instance, Chief Greg Suhr of the San
Francisco Police Department gave a presentation on conflict management and resolution. Recent training topics have included:

- Roles and responsibilities
- Participatory governance processes
- Accreditation and institutional effectiveness
- Student learning outcomes and program review
- Leading change
- Supervision and management
- Unions and contract language
- Conducting effective meetings
- Finding and using data
- Title IX and sexual assault
- Title 5 and course repeatability
- New legislations affecting California community colleges
- Student mental health

After each professional development, administrators were emailed a Survey Monkey link as a means to encourage them to provide feedback for evaluation and continuous quality improvement purposes. The consensus from every evaluation is that the speakers did a good job condensing a large topic into small, digestible components (usually within 60 - 90 minutes) in order to increase the likelihood of administrators implementing the new leadership skills and techniques.

Given the collective desire to continue ongoing professional development year round, professional development continued during the summer under Interim Chancellor Susan Lamb.

In addition to the regularly scheduled biweekly professional development, the administrators participated in three retreats at two different off-site locations. The first retreat took place in July 2014 at San Francisco State University’s Seven Hills Conference Center and the topic was focused on teambuilding and organizational change. The second retreat was held in February 2015 at San Francisco Airport’s Training Center and the discussions were centered on improving communication, trust and transparency. The third retreat took place in August 2015 at Seven Hills Conference Center and Chancellor Lamb discussed how best to move the College forward and address the accreditation work that needs to be done in the months ahead.

**Professional Development Survey Results**

In addition to gathering input from administrators at one of the professional development trainings, 25 administrators participated in the first ever survey to better understand the professional development needs of administrators. Key takeaways include:
• Professional development needs to be customized to meet the needs of both middle managers and senior leadership
• Despite regular and highly relevant professional development, administrators feel that more is needed to help them grow in their position
• There is great desire to come together and for more information to be shared and communicated on a regular basis
• Leadership and management topics of great interests include:
  o Effective communication
  o Problem solving and decision making
  o Ethics in the workplace
  o Cultural competency
• Operations and accreditation topics of great interests include:
  o Enrollment management
  o Participatory governance
  o Budgeting and financial management
  o Program review and data competency
  o Outcomes assessment and program evaluation
  o Leveraging technology effectively
  o Emergency preparedness and campus safety
• Additional topics for consideration include:
  o Continuous quality improvement
  o Coaching, mentoring and developing people
  o Developing a high performance organization
  o Leadership and emotional IQ
  o Innovative leadership
  o Building productive teams
  o Persuasion, influence and negotiations
  o Delegation and empowerment
  o Strategic planning
  o Working with difficult people and situations
  o Facilitation practices
  o Communicating complex topics and data
  o Collaboration and network building

Part 6: Recommendations for 2015-16

CCSF Leading from the Middle Academy

Leadership development is a priority for 2015-2016 as CCSF undergoes significant transformations in the face of new statewide initiatives and accreditation requirement and as
there are vacancies and turnover in top administrative positions. The college has developed numerous plans, and much work needs to be done.

Leading from the Middle Academy is a year-long community college leadership training professional development opportunity run by the RP Group. The training is for middle leaders (i.e., classified, deans and faculty) and is designed to teach leadership skills in the context of teams which are working on developing and implementing projects at their schools. The RP Group has offered Leading from the Middle Academies for three years, each one consisting of teams from different community colleges. CCSF’s Leading from the Middle Academy is an exciting and innovative opportunity to take this model and apply it to just one school, such that all teams will come from CCSF but will be working on different projects. Approximately 40-50 people will be sent in teams to receive the leadership training and implement approximately 12 important projects stemming from CCSF’s self-study and other major district approved plans.

The CCSF Leading from the Middle Academy will benefit CCSF in four ways:

- It will help to get a number of important projects work done which will lead to greater student success
- It will help to grow our leadership from within our institution, which will grow our capacity for the future
- It will bring together and foster strong working relationships between classified, deans, and faculty, which will increase our future partnerships
- It will position CCSF as an innovator with respect to statewide practice

For Faculty

Based on the Spring 2014 Faculty Needs Assessment Survey results, we should work with relevant departments and programs to offer the following workshops in Fall 2015 and Spring 2016:

General
- Best practices & model programs at CCSF
- Effective collaboration between departments and programs

SLO and assessment
- Effectively using different types of assessments
- Classroom assessment techniques to improve student outcomes
- How to interpret the results and work towards improvements

Learning and pedagogy
- Working with students with learning differences
• Using technology in the classroom

Other areas of immediate need, given current district initiatives are
• Leadership
• Program review

For Classified Staff

The classified staff would like to recommend the following to administrators:
1. Integrate the Classified Professional Development Plan with College Professional Development Plan
2. Integrate the College Professional Development Plan with the Educational Master Plan
3. Establish an advisory committee with Classified Leadership as put forth in Section 87151 (a) of the Education Code
4. Demonstrate knowledge and support of professional development activities for classified staff contractually as put forth in Section 87152 (b) of the Education Code
5. Provide a space and time for both classified and administrator training on Civil Service augmented with City County of San Francisco and SEIU expertise
6. Insure processes and procedures are consist College wide and standardized whenever possible
7. Provide ongoing training to classified staff in regard to College processes and procedures

The classified staff would like to recommend the following to Human Resources:
1. Distribute to classified leadership a Campus Human Development Resources Plan for current and subsequent fiscal years as put forth in Section 87151 (b) of the Education Code
2. Distribute to classified leadership a report of the actual expenditures as put forth in Section 87151 (c) of the Education Code
3. Provide ongoing training to classified staff in regard to processes and procedures, may use new employee orientation as a model for ongoing training

For Administrators

Taking into consideration the positive momentum of the administrators coming together as a team, working well together, engaging in critical conversations with various constituency groups on a myriad of topics throughout the College, and making noticeable progress to move the College forward, the administrators would like to recommend the following.
• Continue what we have been doing during the 2014-15 academic year with regularly scheduled biweekly professional development and off-site retreats
• Preferred format is 60-minute trainings twice a month during the Fall and Spring semesters (for a total of eight per semester). It would be a good idea to offer these professional development immediately following management team meetings
• Allow for more discussion time after each presentation/training
• Include the topic of accreditation in every professional development such that each training will focus on a specific aspect of accreditation (e.g., Education Master Plan, Student Equity Plan, student learning outcomes, equitable services at the centers, and leadership and governance)
• Invite more public officials, local leaders and educational partners as speakers/trainers
• Track the impact of these professional development in relations to operationalize agreed upon action plans
• Potential topics include:
  o Enrollment management
  o Accreditation
  o Effective communication
  o Budgeting and financial management
  o Leadership and emotional intelligence
  o Participatory governance
  o Emergency preparedness and campus safety
  o Developing a high performance organization
  o Problem solving and decision making
  o Leveraging technology effectively
  o Ethics in the workplace
  o Strategic planning
  o Managing change

Part 6: Acknowledgement

Numerous individuals spent countless hours serving on the College Professional Development Committee and working to draft this professional development plan. They have gone above and beyond the call of duty and are to be commended for their hard work, dedication and professionalism.

In alphabetical order:
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- Erin Denney (faculty)
- Julia Dillard (classified staff)
- Kimberly Harvell (administrator)
- Aaron Holmberg (classified staff)
- Jill Kersey (classified staff)
- Dana Labrecque (faculty)
- Geisce Ly (administrator)
- Teresa Melendrez (classified staff)
- Pam Mery (administrator)
- Adriana Rivera (classified staff)
- James Rogers (classified staff)
- Michele Simotas (faculty)
- Evelyn Tavisora (classified staff)