



CITY COLLEGE OF SAN FRANCISCO
PROFESSIONAL DEVELOPMENT PLAN

2020 – 2023

July 2022

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CCSF Mission and Vision

Vision

CCSF shall provide a sustainable and accessible environment where we support and encourage student possibilities by building on the vibrancy of San Francisco and where we are guided by the principles of inclusiveness, integrity, innovation, creativity, and quality. Empowered through resources, collegiality, and public support, the college will provide diverse communities with excellent educational opportunities and services. We will inspire participatory global citizenship grounded in critical thinking and an engaged, forward thinking student body.

Mission

Consistent with our Vision, City College of San Francisco provides educational programs and services that promote student achievement and life-long learning to meet the needs of our diverse community.

Our primary mission is to provide programs and services leading to

- Transfer to baccalaureate institutions;
- Associate Degrees in Arts and Sciences;
- Certificates and career skills needed for success in the workplace;
- Basic Skills, including learning English as a Second Language and Transitional Studies.

In the pursuit of individual educational goals, students will improve their critical thinking, information competency, communication skills, ethical reasoning, and cultural, social, environmental, and personal awareness and responsibility.

In addition, the college offers other programs and services consistent with our primary mission as resources allow and whenever possible in collaboration with partnering agencies and community-based organizations.

City College of San Francisco belongs to the community and continually strives to provide an accessible, affordable, and high quality education to all its students. The College is committed to providing an array of academic and student development services that support students' success in attaining their academic, cultural, and civic achievements. To enhance student success and close equity achievement gaps, the college identifies and regularly assesses student learning outcomes to improve institutional effectiveness. As a part of its commitment to serve as a sustainable community resource, our CCSF mission statement drives institutional planning, decision making and resource allocation.

Purpose of the Professional Development Plan 2020 – 2023

The purpose of this plan is to provide a framework that implements goals of the Education Master Plan (EMP), builds in 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 updating the college's 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) goals, and responses to Flex Day surveys. The PD Plan 2020-2023 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 year one of the plan (2020-2021). 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 2018 – 2025

- 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-wide 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. Responsive, dynamic and relevant content and delivery
4. Relationship building, personal, and connective approaches
5. Interdepartmental, cross college, cross functional, and collaborative activities
6. Leverage technology, and assure cost effectiveness
7. Creative, inspiring, and motivational
8. Effectively communicated opportunities and outcomes

These are general principles for the Professional Development plan. Activities need support at least one principle on this list.

Professional Development Plan

Note: In light of the ongoing COVID-19 pandemic, and mindful of potential for other emergency situations that shutdown onsite operations, it is imperative that the college adequately plan for, and provide training to all employees on operating remotely. This training could be incorporated into Flex Days, and/or other modes.

Roles and responsibilities

Function and resources	Responsible part(ies)
<ul style="list-style-type: none"> ● Make use of Professional Development (PD) opportunities offered by the college. ● Use the Vision Resource Center (VRC) to access and record PD participation. ● Participate in and/or present Flex Day workshops. ● Fulfill training requirements, e.g., those related to diversity and cultural competence, sexual harassment, cybersecurity. 	All employees
Assure all employees are able to participate in Flex Day workshops and activities. Includes closing all college offices, classes, and services, and encouraging staff to participate.	Senior administrators, supervisors of classified staff.
Design and manage the CCSF Vision Resource Center (VRC) site, which will act as the college’s landing page for internal and external PD opportunities.*	Office of Online Learning (OOL) and Human Resources Professional Development Office (HRPD)

Function and resources	Responsible part(ies)
Create PD yearly plans, including selecting EMP goals for particular emphasis, and identifying PD activities to support those goals in keeping with the PD guiding principles. Annually evaluate effectiveness, seek opportunities for improvement.	<u>College Professional Development Committee (PDC)</u>
Plan Flex Day themes and select content (workshops, keynotes, etc.)	PDC, HRPD
Solicit and evaluate feedback on PD activities, PD needs/suggestions.	PDC, HRPD
Provide annual report on PD activities	HRPD
Provide access to educational opportunities for classified staff, and make recommendations for PD activities to support classified staff.	Supported by HRPD
Develop a professional development plan for faculty, and make recommendations for PD activities to improve teaching and learning across disciplines. These activities are interdisciplinary.	<u>Faculty Professional Development Activities Committee (FPDAC)</u>
Identify “Independent” flex activities relevant to discipline-specific professional growth or to faculty assignment; e.g., workshops, conferences, research, or other work not part of a faculty member’s regular assignment.	Department chairs and individual faculty members
Support Independent Flex activities for faculty	Academic Senate and HRPD
Process PD-related faculty travel requests	Academic Senate Faculty Travel Coordinator
Provide access to professional development opportunities for administrators	HRPD
Develop and support Equity-focused PD opportunities	Office of Student Equity (OSE) and Office of Research and Planning (ORP) in collaboration with Fan5 members and others across the college with PD responsibilities
Provide PD opportunities in alignment with District needs and state mandates	Fan5 categorical allocations (Adult Education Program, Student Equity & Achievement Program, Strong Workforce Program, Perkins)

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 the state Chancellor’s Office (CCCCO), vendors LinkedIn Learning, Skillsoft, and local content by HR, Online Learning. Anyone can submit relevant content/learning to VRC so it can be available and shared with the college. “Learning Admins” can be assigned as-needed- only those who intend on uploading and updating content frequently are assigned due to the learning curve and to keep content clean.*

Year 1 (2020-2021)

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

Flex theme: Building a Thriving **ECO**-system at CCSF theme is focused on three goals of CCSF’s Education Master Plan (EMP) 2018-2025: institutionalizing **Equity**, improving **Communication**, and improving **Operation** of the College. Its goals are equally important for the success of the College in meeting the needs of our students by assisting in further enhancing student achievement and providing additional innovation opportunities for all.

GOAL A: Institutionalize Equity

Constituency Group, PD content	Who organizes?	How supported?
<p><i>Classified:</i></p> <p>1. Dismantle barriers to access to PD resources or opportunities; promote sense of inclusion; provide training on enhancing awareness and culturally responsive communication (Flex Day or Other venue (F, O))</p>	<p>1.a. Office of Human Resources, Diversity Committee (Diversity training, culturally responsive communication)</p> <p>1.b. Office of the General Counsel. (mandated training regarding, e.g., Title IX, harassment, ADA requirements)</p>	<p>1.a.i. Internal, within regular scope of responsibility. 1.a.ii. Potentially use college unrestricted funds to augment (U-funds)</p> <p>1.b.i. Internal, within regular scope of responsibility. Potentially use Title IX funds?</p>

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

Constituency Group, PD content	Who organizes?	How supported?
<p>2. Activities that inform and unify the college around issues of equity (F, O)</p>	<p>2.a. OSE[^], in collaboration with HRPD, ORP, Fan5 members[^] and others across the college with PD responsibilities</p> <p>2.b. SEIU</p>	<p>2.a.i. Leverage and optimize categorical[^], general, and grant funds (CGG)</p> <p>2.b.i. Per Collective Bargaining Agreement (CBA)</p>
<p><i>Faculty:</i></p> <p>1. Equity roadshow, using student success and achievement data disaggregated by student equity populations, to help faculty to plan. (F, O)</p> <p>2. Training on enhancing awareness and culturally responsive communication (F, O)</p>	<p>1.a. OSE[^]</p> <p>2.a. OSE[^], Diversity Committee, Human Resources</p>	<p>1.a.i. CGG[^]</p> <p>2.a.i. CGG[^], internal expertise</p>
<p><i>Administration</i></p> <p>1. Training on strategies to address institutional Equity gaps. Specifically, how to prioritize and differentiate between strategies. (F, O)</p> <p>2. Training to model equitable behaviors and thinking, increase awareness of current inequities, and propose actionable transformation efforts. Initial priority: administrators and department chairs.</p>	<p>1.a. OSE[^], in collaboration with ORP, Fan5 members[^] and others across the college with professional development responsibilities.</p> <p>2.a. HRPD, Diversity Committee</p>	<p>1.a.i. CGG[^]</p> <p>2.a.i. General funds for external consultant(s), internal expertise.</p>

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

Constituency Group, PD content	Who organizes?	How supported?
<p><i>All employees</i></p> <p>Activities that unify the college around issues of equity (F, O)</p> <ol style="list-style-type: none"> 1. Communities of practice, which include faculty, staff, admin, with broad representation, organized around specific topics related to equity (O) <i>Note: Communities of Practice tend to be interdepartmental.</i> 2. One book/one college, including 2 or 3 meetings to connect shared experiences and build empathy. 3. Film and Speaker Series that engages the college around issues relating to educational equity and closing opportunity gaps. 4. Training on enhancing awareness and culturally responsive communication (F, O), sensitivity training. 5. Training on topics like bias and racial microaggressions might benefit the whole college (e.g., CORA training currently offered by the Office of Equity) 	<ol style="list-style-type: none"> 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. 3.a. OSE^ 4.a. Human Resources, Diversity Committee (Diversity training, culturally responsive communication) 5.a. Office of the General Counsel, in collaboration with the Diversity Committee (Mandated training regarding Title IX, harassment, ADA requirements, etc.) 	<ol style="list-style-type: none"> 1.a.i. CGG^ 2.a.i. Internal, within regular scope of responsibility. 3.a.i. CGG^ 4.a.i. Internal, within regular scope of responsibility. 5.a.i. Internal, within regular scope of responsibility

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GOAL B: Improve Communication

Constituency Group, PD content	Who organizes?	How supported?
<p><i>Classified:</i></p> <p>1. Training on public speaking; effective and professional communication (F, O)</p>	<p>1.a. HR. SEIU will have a role per the CBA.</p>	<p>1.a.i. TBD considering guidance from the State and consultation with SEIU.</p>
<p><i>Faculty:</i></p> <p>1. Training on how/when to communicate with students who are struggling or failing.</p> <p>2. PD for faculty that engages them in SLO reporting and narrowing focus in on implicit bias training specifically in assessment</p>	<p>1.a. Collaboration between OSE[^], ORP, RiSE, Academic and Institutional Affairs, Student Affairs, department chairs, deans, and program leads to organize resources.</p> <p>2.a. SLO team in collaboration with FPDAC, ORP and OSE[^].</p>	<p>1.a.i. Tap expertise of CCSF employees (to be identified), CGG[^]</p> <p>2.a.i. internal expertise, CGG[^].</p>
<p><i>Administration:</i></p> <p>1. Exemplar models of effective communication (F, O)</p>	<p>1.a. Administrators Association</p>	<p>1.a.i. Tap expertise of CCSF employees (to be identified)</p>
<p><i>All employees:</i></p> <p>1. Training in public speaking, effective and professional communication (F, O).</p> <p>2. Provide Vision Resource Center (VRC) resources, e.g., how to create an effective slide deck</p> <p>3. Training about available resources the college has so faculty and staff are able to direct students to the place that can help them (F, O)</p>	<p>1.a. Human Resources.</p> <p>2.a. HRPD, OOL. Content submitted/ recommended from the State. Promising practices from other community colleges.</p> <p>3.a. Flex workshops. As a committee, PDC can reach out, collaborate with OSE[^], Student Affairs and Academic and Institutional Affairs.</p> <p>3.b. Internal training within pertinent departments.</p>	<p>1.a.i. Within regular job responsibilities.</p> <p>2.a.i. Within regular job responsibilities</p> <p>3.a.i. Within professional responsibilities and/or opportunities for employee participation.</p> <p>3.b.i. Internal expertise.</p>

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

Constituency Group, PD content	Who organizes?	How supported?
<p>4. Training on how to effectively market/advertise activities, events, resources</p>	<p>4.a. PDC solicits nominations and/or uses other methods to identify employees with expertise. E.g, using CityNotes effectively, Guardsman, list serves, etc.</p>	<p>4.a.i. Opportunity for current employees to provide training.</p>
<p>5. Training on how to use different technology platforms so employees have the most updated information and in the format they need. E.g., websites, in workshops:</p> <ul style="list-style-type: none"> - how to access the information - how to write fewer, more effective emails - exemplars of effective communication - between employees and students. 	<p>5.a. PDC solicits nominations and/or uses other methods to identify employees with expertise.</p>	<p>5.a.i. Opportunity for current employees to provide training.</p>
<p>6. Training about how to have difficult discussions and how to effectively engage. The purpose is to reduce the divisions that arise with poor communication, and to contribute to leadership development at all levels of the college</p>	<p>6.a. PDC solicits nominations and/or uses other methods to identify employees with expertise.</p>	<p>6.a.i. Opportunity for current employees to provide training.</p>
<p>7. All employees complete a Canvas course in the VRC that includes, e.g., Student Resources, Processes for Student Discipline, how to participate in a hiring committee, etc.</p>	<p>7.a. Collaboration between OOL, Human Resources, Student Affairs, Academic and Institutional Affairs</p>	<p>7.a.i. Internal resources</p>

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GOAL C: Improve Operation of the College

Constituency Group, PD content	Who organizes?	How supported?
<p><i>Classified</i></p> <p>1. Banner, Argos, Excel, Beginner’s Computer training, training on requisitions (F, O)</p> <p>Support more access to attend training for classified staff.</p>	<p>1.a. District Business Office, in collaboration with PDC.</p>	<p>1.a.i. Opportunity for current employees to provide training.</p>
<p><i>Faculty</i></p> <p>1. Training about Canvas and other educational technology related to continuity of instruction (e.g., early alert, connection and communication systems).</p>	<p>1.a. OOL. RiSE, OSE^, as well as Academic Senate, SVCs, Academic and Institutional Affairs and Student Affairs AVCs, Deans, Department Chairs</p>	<p>1.a.i. Opportunity for current employees to provide training.</p>
<p><i>All employees</i></p> <p>1. Training on Budget, Banner, Argos, MS Office Suite, Zoom, CCCConfer, VRC (F, O)</p> <p>2. PD support for moving resources and instruction to remote learning/online access points</p> <p>3. District Business Office- Fiscal transparency, roles and responsibilities; budget creation; how to manage budgets (added 11/17/2022)</p>	<p>1.a. PDC in collaboration with District Business Office, may also solicit nominations and/or use other methods to identify employees with expertise. Resources for training include TLC, OOL, HRPD.</p> <p>2.a. OOL, in collaboration with Academic Affairs, Student Affairs, IT Services, Finance and Administration.</p> <p>3.a. District Business Office (added 11/17/2022)</p>	<p>1.a.i. Opportunity for current employees to provide training.</p> <p>2.a.i. Internal resources and expertise.</p>

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

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/or 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: I, 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, CCSF will continue to improve and enhance the student experience, communication, equity, and operations at the college. Now, more than ever, let's Reach Out & Reach In.

Four Flex strands for 2021-2022 were identified to support these efforts. Improving the student experience, institutionalizing equity, improving communication, and improving the operation of the College are four goals of CCSF's Education Master Plan (EMP), which serves as the College's long-range strategic blueprint for all institutional planning and program development from 2018-2025.

Its goals are equally important for the success of the College in meeting the needs of our students by assisting in further enhancing student achievement and providing additional innovation opportunities for all.

We will continue to focus on goals A through C outlined above, with the addition of Goal D.

GOAL D: Improve the Student Experience

Constituency Group, PD content	Who do we need to engage with to help?	How supported?
<p><i>Classified:</i></p> <ul style="list-style-type: none"> - Banner/Argos training which helps with daily functions/operations - Skills training for career path and professional growth - Communication with students - in person and via technology 	<p><i>Classified:</i></p> <ul style="list-style-type: none"> - District Business Office - ITS - Office of Student Equity - HRPD - SEIU - Classified Senate - Vision for Success Committee (to be formed) - Promote word of mouth recommendations - Supervisors of classified staff to assure that classified staff are able to access PD 	<p>Internal resources.</p> <p>Opportunity for current employees to provide expertise.</p> <p>Vision for Success funds for Classified Staff</p> <p>Leverage VRC.</p> <p>CGG^</p>
<p><i>Faculty:</i></p> <ul style="list-style-type: none"> - Technology training for instructional support: Canvas, MS Teams, Argos - Integrating student voice: Utilizing data from focus groups and surveys report to better understand the student experience and develop ideas for improvement 	<p><i>Faculty:</i></p> <ul style="list-style-type: none"> - HRPD - Office of Online Learning ITS - Office of Research & Planning - Office of Research & Planning - SLO Coordination team - RiSE - Faculty PD Committee 	<p>Internal resources.</p> <p>Opportunity for current employees to provide expertise.</p> <p>Vision for Success funds for Classified Staff</p> <p>Leverage VRC.</p> <p>CGG^</p>

Constituency Group, PD content	Who do we need to engage with to help?	How supported?
<p><i>Administrators:</i></p> <ul style="list-style-type: none"> - Leadership training; <ul style="list-style-type: none"> o Mentor and develop staff; o Share a vision and communicate goals; o Tools for strategic management - Teambuilding <ul style="list-style-type: none"> o Effective collaboration o Fostering open dialogue o Utilizing team potential 	<p><i>Administrators:</i></p> <ul style="list-style-type: none"> - HRPD - AAEC 	<p>Internal resources.</p> <p>Opportunity for current employees to provide expertise.</p> <p>CGG^</p>
<p><i>All Employees:</i></p> <p>Technology and communication “basics”, “job success essentials”</p> <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> o Understanding the organizational structure of the college o Effective collaboration o E.g., Leading from the middle 	<p><i>All Employees:</i></p> <ul style="list-style-type: none"> - HRPD - ITS - Office of Online Learning - Office of Research & Planning - HRPD - Office of Student Equity (OSE)- e.g., CORA courses - HRPD - CCCCCO resources - Student Affairs programs, Academic Services. 	<p>Internal resources.</p> <p>Opportunity for current employees to provide expertise.</p> <p>Internal resources.</p> <p>Opportunity for current employees to provide expertise.</p> <p>CGG^</p> <p>Internal resources.</p> <p>Opportunity for current employees to provide expertise.</p> <p>External/internal resources to be identified.</p> <p>Internal resources.</p>

Constituency Group, PD content	Who do we need to engage with to help?	How supported?
<ul style="list-style-type: none"> - Providing information about resources available for students 		Opportunity for current employees to provide expertise.

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Year 3 (2022-2023)

EMP goals for particular focus: I, 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 CCSF

Quilting is a process of gathering materials, noting relationships, and unifying separate pieces into something functional, imbued with memory, and formed by process. Students and employees of the college represent more than threads; we are pieces of the quilt, stitched together by the dialogues that help us reflect on how we best accomplish the goal of serving students and striving for more equitable outcomes for students. Dialogue and professional development are a starting point in envisioning how we thread the needle and pull ourselves together to develop relationships. Through these relationships and experiences, we can work together, to liberate our systems and structures to make space for meaningful work, collective reflections, and healing.

We will continue to focus on goals A through D outlined above, with the addition of Goal E and F.

GOAL E: Strengthen credit and noncredit programs

Constituency Group, PD content	Who do we need to engage with to help?	How supported?
<i>Classified:</i>	Counseling departments	

<ul style="list-style-type: none"> - 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 college and our capacity to serve; ensuring our training reflects who our students are 	<p>Student Support Services</p> <p>ITS</p> <p>R2C Committee</p>	<p>Internal resources and departments</p>
<p><i>Faculty:</i></p> <ul style="list-style-type: none"> - Available resources and supplies for students (printing solutions, other R2C initiatives, etc.)- training on how to use and how to train students to use - Resources on books, current issues within disciplines to be cutting edge; resource requests - Training on best practices to support a diverse student population at a community college and our capacity to serve; ensuring our training reflects who our students are 	<p>ITS</p> <p>Office of Student Equity</p> <p>Student Support Services</p> <p>Library</p> <p>DSPS</p> <p>TLC (faculty resource center)</p>	<p>Internal resources and departments</p> <p>Opportunity for current employees to provide expertise.</p>
<p><i>Administrators:</i></p> <ul style="list-style-type: none"> - Education about the contracts, Employee Relations - Leadership training for Academic and Classified managers - Resources on books, current issues within disciplines to be 	<p>Employee Relations</p> <p>HRPD</p> <p>AAEC</p>	<p>Internal resources and departments</p>

<p>cutting edge; resource requests</p> <p>-</p>		
<p><i>All employees:</i></p> <ul style="list-style-type: none"> - Knowledge of available programs and functionality - District Business Office- Fiscal transparency, roles and responsibilities; budget creation; how to manage budgets - Continuous training on how to digitize, upkeep, and support forms with the goals of efficiency and consistency 	<p>District Business Office</p> <p>Counseling departments</p> <p>Student services</p> <p>ITS</p>	<p>Internal resources and departments</p>

GOAL F: Expand and encourage opportunities for professional development

<i>Constituency Group, PD content</i>	Who do we need to engage with to help?	How supported?
<p><i>Classified:</i></p> <ul style="list-style-type: none"> - Make funding available for use for Classified PD - Clarity and being accountable for participating in certain types of PD - Create more dimensions within the broader institutional goals 	<p>District Business Office</p> <p>HRPD</p> <p>Classified unions</p> <p>Classified Senate</p> <p>Senior leadership/ Cabinet</p>	<p>Classified Educational Grant</p> <p>Vision for Success</p>

<p><i>Faculty:</i></p> <ul style="list-style-type: none"> - Additional funding/pay - Clarity and being accountable for participating in certain types of PD - Create more dimension within the broader institutional goals - Specific opportunities to engage with individual pedagogies (e.g., sabbatical projects- creates dialogue and represents your expertise) - Use of Independent Flex Day- leverage better - Financial accountabilities (e.g., understanding budget) - topic for chairs 	<p>Academic Senate</p> <p>American Federation of Teachers, AFT</p> <p>Department Chairs, DCC</p> <p>Faculty Professional Development Committee</p> <p>Faculty Professional Development Coordinator</p> <p>Senior leadership/ Cabinet</p>	<p>Internal resources and departments</p> <p>Interdepartmental synergy via cross-departmental collaborations.</p> <p>Leverage external organizations/programs; cast the net beyond CCSF employees for workshops.</p> <p>Structure or schedule FLEX days to ensure access to specific PD goals.</p> <p>Maintain online PD options; offer PD via different modes.</p>
<p><i>Administrators:</i></p> <ul style="list-style-type: none"> - Financial accountabilities (e.g., understanding budget) 	<p>Senior leadership/ Cabinet, AAEC, District Business Office</p>	<p>Internal resources and departments</p>
<p><i>All employees:</i></p> <ul style="list-style-type: none"> - Provide consistent, sufficient, and proper training and tools for all roles at the college to set them up for success 	<p>Senior leadership/ Cabinet,</p> <p>Human Resources</p>	<p>Internal resources and departments</p>

<ul style="list-style-type: none"> - Making community aware of available resources to be a confident employee - Training and solidifying the culture of providing good service to students and employees (redefine student support) - Knowledge about technology and software - Utilizing the same technology to be consistent across the board - Mental health PD- <ul style="list-style-type: none"> o Training on how to help and support students experiencing mental health challenges o Training on an employee's own mental health and sustainable self-care practices 	<p>HRPD</p> <p>ITS</p> <p>Fan5</p> <p>Student Affairs</p> <p>Online Learning/ Distance Education</p> <p>Student Health Services</p>	
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Glossary

(To be expanded upon request)

ADA - Americans with Disabilities Act

CGG - Categorical, General, and Grant Funds

Professional Development Plan 2020-2023

(F, O) - Flex Day or Other venue

Flex Day - The Flexible Calendar Program allows time for faculty and staff to participate in developmental activities to work individually or with groups in lieu of classroom instruction to achieve improvements in three (3) distinct areas (title 5, section 55720): Staff Improvement, Student Improvement, Instructional Improvement

FPDAC - Faculty Professional Development Activities Committee

HR- Human Resources

HRPD - Human Resource Professional Development

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 in, 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 2015)

TLC – Technology Learning Center

VRC - Vision Resource Center