CITY COLLEGE OF SAN FRANCISCO

# PROFESSIONAL DEVELOPMENT PLAN

2020 t 2025

May 2024

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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.

Consistent with our Vision, City College of San Francisco provides educational programs and services that promote student achievement and lifelong 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 } ( u ] v • š µ v š À o } ‰ u v š • Œ À ] • š Z š • µ ‰ ‰ } Œ š • š µ v š • [ • µ academic, cultural, and civic achievements. To enhance student success and close 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.

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.

The College Professional Development Committee (PDC) served as the workgroup responsible for µ‰ š]vP šZ }ooP [• WŒ}(••]}v o À o}‰u vš ~W • Wo vX W Œš] ]
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 2 BT e workgroupen

1. Student-minded
2.

| 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. | College Professional Development Committee (PDC) |
| Plan Flex Day themes and select content (workshops, | |

| 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 Append G.22) |
| Provide PD opportunities supporting assessment an 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*

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

Flex theme: Building a Thriving ECO • Ç • š u š ^ & š Z u ] • ( } µ • } v š Z Œ P } o • } ( 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.

| *Constituency Group, PD content* | Who organizes? | How supported? |
|---|---|---|
| 2. Activities that inform and unify the college around issues of equity (F, C | 2.a. OSE^, in collaboration with HRPD, ORP, Plan5 members^ and others across the college with PD responsibilities<br><br>2.b. SEIU | 2.a.i. Leverage and optimize categorical^, general, and grant funds (CGG)<br><br>2.b.i. Per Collective Bargaining Agreement (CBA |
| *Faculty:*<br><br>1. Equity roadshow, using student success and achievement data disaggregated by student equity populations, to help faculty to plan. (F, O) | 1.a. OSE^ | 1.a.i. CGG^ |
| 2. Training on enhancing awareness and culturally responsive communication (F, O) | 2.a. OSE^, Diversity Committee, Human Resources | 2.a.i. CGG^, internal expertise |
| *Administration*<br><br>1. Training on strategies to address institutional Equity gaps. Specifically how to prioritize and differentiate between strategies. (F, O) | 1.a. OSE^, in collaboration with ORP, Fan5members^ and others across the college with professional development responsibilities. | 1.a.i. CGG^ |
| 2. Training to model equitable behaviors and thinking, increase awareness of current inequities, and propose actionable transformation efforts. Initial priority: administrators and department chairs. | 2.a. HRPD, Diversity Committee | 2.a.i. General funds for external consultant(s), internal expertise. |

^ 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? |
|---|---|---|
| *All employees*<br>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)<br>*Note: Communities of Practice tend to be interdepartmental.* | 1.a. OSE, in collaboration with ORP, Fan5 members^ and others across the college with professional development responsibilities. | 1.a.i. CGG^<br>. |
| 2. One book/one college, including 2 or 3 meetings to connect shared experiences and build empathy. | 2.a. PDC in collaboration with the Faculty Professional Development Committee; Library, Creative Writing program. | 2.a.i. Internal, within regular scope of responsibility. |
| 3. Film and Speaker Series that engages the college around issues relating to educational equity and closing opportunity gaps. | 3.a. OSE^ | 3.a.i. CGG^ |
| 4. Trainingn enhancing awareness and culturally responsive communication (F, O), sensitivity training. | 4.a. Human Resources, Diversity Committee<br>(Diversity training, culturally responsive communication) | 4.a.i. Internal, within regular scope of responsibility. |
| 5. Training on topics like bias and racial microaggressions might benef the whole college (e.g., CORA traini currently offered by the Office of Equity) | 5.a. Office of the General Counsel, in collaboration with the Diversity Committee<br>(Mandatedtraining regarding Title IX, harassment, ADA requirements, etc.) | 5.a.i. Internal, within regular scope of responsibility |

^ 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? |
|---|---|---|
| *Classified*:<br>1. Training on public speaking; effective and professional communication (F, O) | 1.a. HR.<br>SEIU will have a role per the CBA. | 1.a.i. TBD considering guidance from the State and consultation with SEIU. |
| *Faculty*:<br>1. Training on how/when to communicate with students who are struggling or failing. | 1.a. Collaboration between OSE^, ORP, RiSE, Academic a Institutional Affairs, Student Affairs, department chairs, deans, and program leads to organized resources. | 1.a.i. Tap expertise of CC employees (to be identified), CGG^ |
| 2. PD for faculty that engages them in SLO reporting and narrowing focus in on implicit bias training specifically in assessment | 2.a. SLO team in collaboration with FPDAC, ORP and OSE^. | 2.a.i. internal expertise, CGG^. |
| *Administration*:<br>1. Exemplar models of effective communication (F, O) | 1.a. Administrators Association | 1.a.i. Tap expertise of CC employees (to be identified) |
| *All employees:*<br>1. Training in public speaking, effective and professional communication (F, O). | 1.a. Human Resources. | 1.a.i. Within regular job responsibilities. |
| 2. Provide Vision Resource Cente (VRC) resources, e.g., how to create an effective slide deck | 2.a. HRPD, OOL. Content submitted/ recommended from the State. Promising practices from other community colleges. | 2.a.i. Within regular job responsibilities |

| *Constituency Group, PD content* | *Who organizes?* | *How supported?* |
|---|---|---|
| 7. All employees complete a Canva course in the VRC that includes, e.g. StudentResources, Processes for Student Discipline, how to participate in a hiring committee, etc. | 7.a. Collaboration between OOL Human Resources, Student Affairs, Academic and Institutional Affairs | 7.a.i. Internal resources |

^ 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? |
|---|---|---|

*Classified*

1. Banner, Argos, Excel, P ] v v Œ [ • } u ‰ µ š Œ training on requisitions (F, O)

Support more access to attend training for classified staff.

| *Constituency Group, PD content* | Who organizes? | How supported? |
|---|---|---|
| | training include TLC, OOL, HRPD. | |
| 2. PD support for moving resources and instruction to remote learning/online access points | 2.a. OOL, in collaboration wit Academic Affairs, Student Affairs, IT Services, Finance and Administration. | 2.a.i. Internal resources an expertise. |
| 3. District Business Office Fiscal transparency, roles and responsibilities; budget creation; how to manage budgets (added 11/17/2022) | 3.a. District Business Office (added 11/17/2022) | |

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, } c u u µ v ] š ] } v U ‹ µ ] š Ç U v } ‰ Œ š ] } v • š š Z } o o P X E } Á U 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 } o o P Œ ( } µ Œ P } o • } ( ^ & [ • µ Á š Z ] } v Z D • Œ š À Œ • W • o š v Z ~ rapidly D W • U [ • o } v P 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.

| *Constituency Group, PD content* | Who do we need to engage with to help? | How supported? |
|---|---|---|
| *Classified:*<br>- Banner/Argos training which helps with daily functions/operations<br>- Skills training for career path and professional growth<br>- Communication with students in person and via technology | *Classified:*<br>- District Business Office<br>- ITS<br>- Office of Student Equity<br>- HRPD<br>- SEIU<br>- Classified Senate<br>- Vision for Success Committee (to be formed)<br>- Promote word of mouth recommendations<br>- Supervisors of classified staff to assure that classified staff can access PD | Internal resources.<br>Opportunity for current employees to provide expertise.<br>Vision for Success funds for Classified Staff<br>Leverage VRC.<br>CGG^ |

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.

*Constituency Group, PD content*

| | |
|---|---|
| - Resources on books, current issues within disciplines to be cutting edge; resource requests | Student Support Services<br><br>Library |
| - 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 | DSPS<br><br>TLC (faculty resource center) |

| *Constituency Group, PD content* | Who do we need to engage with to help? | How supported? |
|---|---|---|

*Classified:*

| | | |
|---|---|---|
| | | Maintain online PD options; offer PD via different modes. |
| *Administrators:*<br>- Financial accountabilities (e.g. understanding budget) | Senior leadership/ Cabinet, AAEC, District Business Office | Internal resources and departments |
| *All employees:*<br>- Provide consistent, sufficient, and proper training and tools for all roles at the college to set them up for success<br>- Making community aware of available resources to be a confident employee<br>- Training and solidifying the culture of providing good service to students and employees (redefine student support)<br>- Knowledge about technology and software<br>- Utilizing the same technology to be consistent across the board<br>- Mental health PD<br>  o Training on how to help and support students experiencing mental health challenges<br>  o Training on an employee's own mental health and sustainable self-care practices | Senior leadership/ Cabinet,<br>Human Resources<br>HRPD<br>ITS<br>Fan5<br>Student Affairs<br>Online Learning/ Distance Education<br>Student Health Services | Internal resources and departments |

In March 2023, the Professional Development Committee extended this plan through 2024 to continue to work on our goals. Based on our comprehensive discussions and reflections on our efforts thus far, the committee identified that additional time was needed to make more meaningful progress and to continue our collaboration with other committees.

EMP goals for particular focus: I, II, and III (reference goals A, B, and D above)

Flex theme: Weaving a Web of Interconnectedness

Explore the power of interconnectedness and community building. As educators, staff, and administrators, we play an integral role in shaping the paths of our students. By focusing on the importance of access, belonging, and unity, we can create webs of connections that allow our students

In March 2024, the Professional Development Committee extended this plan through 2025 to continue to work on the goal of institutionalizing equity. Based on our comprehensive discussions and reflections on our efforts thus far, the committee identified that with this year [ • ( }, we can make more meaningful progress and continue our collaboration with other committees.

EMP goal for particular focus (reference goal A BT /TT0 11 5m1 T 0 0 612 792 re W* n BT /TT0 11 Tf 472.7 674.

Participants in development of this PD Plan included the following classified staff, faculty, and administrators: Tanya Clarkson, Heba Elsaadawi, Bobbie Ford McCormick, Michael Gonzalez, John Halpin, Tessa Henderson-Brown, Kyle Hill, Alexander Hosmer, Jennifer Kienzle, Dawn Mokuau, Pam Mery, William Mosley, Michelle Simotas, Michael Snidal, Nathan Steele, Frederick Teti, Trinh Tran, Elaina Wong, Tanichya Wongprasert, Christina Yanuaria, and Cherisa Yarkin. Additional input was received from various members of CCSF governance and constituency groups in the vetting process.

(To be expanded upon request)

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|---|---|
| ADA | Americans with Disabilities Act |
| CGG | Categorical, General, and Grant Funds |
| (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 |