!"#$%&'"()%*#+%(,%#$%-./'0('*(1#"23+4(5-67%..'6*#3(8%9%360&%(*+
!"#$%&'(%#)*
#
+,-(-./0#*,-#1%%*,2&&#!%&&-3-#).'4&*5#(2',#26#-78-(*2/-#69#8-9.3%32'.&#-7'-&&-6'-#.69#
.(- #8.//2%6.*-#.:%4*#*-.',2630#&-.(62630#.69#/*49-6*#/4"-//#69#26#*,2/#*2;-#%)#8(%)%469#
',.&&-63-/#.69#',.63-0#*,-#%88%(*462*5#)%(#'%&&-32.&#'%&&.:%(.*2%6#'%4&9#.'*#./#.#8%/2*
)%('-#*%#,-&8#).'4&*5#*%#(-;.26#-63.3-9#.69#-6-(32:%4*#*-.',263#.69#&-.(6263#>
#
+,-(-./0#*,-#?*49-6*#?4"-//#@./A#1%('-#(-'%;;-69.*2%6/#.'A6%B&-93-#*,.*#/4/*.26- 90#
%63%263#8(%)-//2%6.&#9-<-&%8;-6*#.'*2<2*2-/#.(-#-//-6*2.&#*%#2;8(%<263#/*49-6*#/4"-//#26#
*,-#!.&2)%(62.#!%;;462*5#!%&&-3-#/5/*-;>#.69
#
+,-(-./#@2*&-#C#DCEFGG#9-/236.*-/#).'4&*5#8(%)-//2%6.&#9-<-&%8;-6*#.'*2<2*2-/#./#%6-#%)#
*,-#HGIH#.'.9-;2'#.69#8(%)-// 2%6.&#;.**-(/#469-(#*,-#84(<2-B#%)#&%'.&#.'.9-;2'#/-6.*-/0#
.69# 1$JK# L%.(9# M%&2'5# FFFE# /8-'2)2'.&&5# &2/*/# 8(%)-//2%6.&# 9-<-&%8;-6*# ./# .6# .(-.# %)
8(2;.(5#(-&2.6'->#
#
N-/%&<-90#*,.*#26#1.&&#FGHF#*,-#1%%*,2&&#!%&&-3-#K'.9-;2'#?-6.*-#*.A-#&-.9-(/,28#%)#).'4&
8(%)-//2%6.&# 9-<-&%8;-6*# :5# 9(.)*263# .6# .88(%.',# *%# '(-.*263# .69# -78.69263# &%'.&#
8(%)-//2%6.&#9-<-&%8;-6*#%88%(*462*2-/0#8.(*2'4&.(&5#*,%/-#*,.*#'%4&9#.'*#&%)B-#>
#
N-/%&<-90#*,.*#26#8&.66263#8(%)-//2%6.&#9-<-&%8;-6*#.'*2<2*2-/#.69#/*(.*-32/#*,2&&#
K'.9-;2'# ?-6.*-# '%6/29-(# .# B29-# <.(2-*5# %)# .88(%.',-/# B,2',# ;.5# 26'&49-#)%(;.&0#
26)%(;.&0#).'-#*%#).'-0#.69#./56',(%6%4/#%88%(*462*2-/#)%(#8.(*2'28.*#2%6>#.69
#
N-/%&<-90# *,.*# *,-# 1%%*,2&&# K'.9-;2'# ?-6.*-# .&/%# .'*2<-&5# /*(.B-32#-)#%(# 8%/2*2<-#
'%&&.:%(.*2%6# B2*,# /*.))# .69# .9;262/*(.*%(/# *%# '(-.*-# 8(%)-//2%6.&# 9-<-&%8;-6*#
%88%(*462*2-/#*,.*#-63.3-#*,-#2;.326.*2%6#.69#-78-(*2/-#%)#*,-#-6*2(-#'.;84/#'%;;462*5#
26#.6#-))%(*#*%#(-.',#%4(#'%;;%6#3%.&#%)#2;8(%<263#/*49-6*#/4"-//"
#

REVITALIZE AND RE-ENVISION PROFESSIONAL DEVELOPMENT

Policy Statement:

The community college system will develop and support focused professional development for all faculty and staff.

Need for Professional Development

Ongoing professional development is a fundamental component of supporting systemic change that will improve student success. Without a sustained and focused approach to professional development for individual institutions, let alone an entire educational system, cannot expect to change attitudes, help faculty and sta rethink how their colleges approach the issue of student success, and implement a continuous assessment process that brings about iterative improvement. is type of change will not happen over night. e end result envisioned by the Task Force will need to emerge through years of re nement.

History of Professional Development

Support for professional development in the California Community Colleges has been mixed. While recognition was given to the important role of professional development in the landmark community college reform b</MCf /tNf /1725,f /429 T -/h Z (-)iugoaCf /f p1(p)

Recommendation 6.1

Community colleges will create a continuum of strategic professional development opportunities, for all faculty, staff, and administrators to be better prepared to respond to the evolving student needs and measures of student success.

To accomplish major changes in the California Community Colleges, professional development must be at the center of the discussion. In many cases, the changes necessary to increase student success and completion require building new skills or honing existing skills. Faculty, staff, and administrators need consistent, thoughtful, and productive professional development activities that are linked to a state agenda for student success.

The Board of Governors and the California Community Colleges Chancellor's Office should embrace a statewide, highly visible leadership role related to professional development. As California prepares to address key issues, whether they are instructional, fiscal, safety, or intersegmental, professional development of community college personnel is key. Given the level of responsibility granted to the Academic Senate on instructional matters, the Board of Governors and the Chancellor's Office should work with the Academic Senate to identify and put forth best practices related to the use of professional development for faculty.

Requirements for Implementation

- The Chancellor's Office, in partnership with the Academic Senate on issues related to faculty, will identify best practices related to the use of professional development and encouraging colleges to link locally-mandated professional development activities to a set of statewide objectives and then measure movement towards those objectives.
- Authorize the Chancellor's Office and/or the Board of Governors to recommend specific professional development purposes for ex days.
- Ensure that professional development is equitably focused on part-time faculty.
- The Chancellor's Office should explore the use of myriad approaches to providing professional development, including regional collaboration and expanding of the use of technology.

Recommendation 6.2

Community Colleges will direct professional development resources for both faculty and staff toward improving basic skills instruction and support services.

In addition to the exible calendar program for the community colleges, there are allocations directed by the Legislature speci cally toward basic skills professional development. ese allocations should not only continue but be expanded to provide continuous and thorough support for faculty and sta in the issues related to basic skills instruction and student support services. e pedagogical approaches to be included should respond not only to discipline issues but also within the context of economic and cultural di erences of students.

In addition to the speci c professional development funds available through the annual Budget Act, California should continue to direct and coordinate special programs in vocational education, economic development, science, mathematics, categorical areas, and others in order to integrate basic skills improvement throughout the entire community college system.

Requirements for Implementation

- The Chancellor's Of ce will organize the Basic Skills Professional Development funds to align with the recommendations of the Task Force.
- The Chancellor's Of ce will include the improvement of basic skills instruction within the various funding sources available for professional development, including vocational education, economic development, and appropriate categorical programs.
- Part-time faculty should be equitably supported by college professional development activities related to basic skills improvement.