

Professional Learning Plan

Reedley College

Fall 2023 to Spring 2026

Heather Paul

Excellence in Education and Success Faculty Lead
Co-Chair of Professional Learning and Success Committee

Dale van Dam

Vice President of Instruction
Co-Chair of Professional Learning and Success Committee

Sarina Navarro

Executive Assistant to the President
Co-Chair of Professional Learning and Success Committee

Table of Contents

Contents

Table of Contents.....	2
Overview.....	3
Mission Statement	3
The mission of the Professional Development committee is to provide collegially planned	3
professional and personal growth opportunities that support the college’s strategic goals for all individuals in the college community.	4
Program Leadership.....	4
Goals.....	7
Supporting Documents and Process	7
2023-2026 Professional Learning Goals	8
Appendix A.....	10
Faculty Lead for Excellence in Teaching and Student Support	10
Appendix B	13
Professional Development Coordinator	13
Appendix C	16
Instructional Designer	16
Appendix D.....	19
Professional Learning and Support Committee.....	19

Overview

The purpose of professional learning and development at Reedley College is to improve the services, experiences, and learning provided to students. This is accomplished by providing meaningful, relevant, and on-going opportunities for professional growth for all employees in the hopes that this will result in students who are well-prepared and have the support needed to achieve their educational goals. Reedley College is dedicated to meeting the institution's goals and outcomes through strategic, intentional professional learning and development opportunities.

Through collegially planned learning opportunities, the college plans for and provides all employees with opportunities for continued professional growth and development, consistent with the institutional mission and strategic goals. All opportunities are based on evolving and innovative pedagogy, equity, technology, workforce development trends, and learning needs. These opportunities encourage innovation, inspire growth, and instill a sense of community among our employees.

Reedley College's professional development program is successful because of strong commitment and support from the Chancellor, the Board of Trustees, the President of the college, campus administration, Academic Senate, Classified Senate, and all other constituencies on campus. Through the support of all groups on campus, the program can provide campus Classified Professionals, faculty, and administration over 200 opportunities each academic year. These include offering regular recurring sessions on topics such as equitable grading practices, using the newest technology in Canvas, and learning about the services available to our disproportionately impacted student populations. It also includes opportunities for salary advancement, in addition to Flex hour accrual, and upskilling for possible career advancement.

Mission Statement

The mission of the Professional Development committee is to provide collegially planned

professional and personal growth opportunities that support the college's strategic goals for all individuals in the college community.

Program Leadership

Reedley College's professional development program is primarily organized by committee: the Professional Learning and Success Committee, which is a tri-chair model. The tri-chairs are the Excellence in Education and Success Faculty Lead (EESF), the Vice President of Instruction, and the Professional Development Coordinator. Currently, the Professional Development Coordinator position is vacant, and the tri-chair position is held by the Classified Senate's Vice President. Additionally, the EESF leads a workgroup comprised of various other parties including the Instructional Designer, the Equity Coordinator, Title V representatives, the Lead Data Coach, and a lead for Guided Pathways to ensure that the needs of all constituencies are being met and to streamline the offerings of professional development on campus. A needs assessment survey is also conducted annually to provide employees with an opportunity to give feedback and ideas to inform the planning process.

Roles and Responsibilities

Excellence in Education and Success Faculty Lead:

Generally speaking, this role is dedicated to facilitating the development of excellence in teaching and supporting students through faculty development and instruction. (For a full list of duties, please see Appendix B.)

- The Excellence in Education and Success Faculty Lead will be a faculty member on release from their regular duties at no less than 80% per academic year.
- The Excellence in Education and Success Faculty Lead will report directly to the Vice President of Instruction.
- The Excellence in Education and Success Faculty Lead may co-chair the Professional

Learning and Success Committee.

- The Excellence in Education and Success Faculty Lead will work to establish the Center for Excellence in Teaching and Learning (Learning Academy).
- In the absence of the Professional Development Coordinator, the Excellence in Education and Success Faculty Lead has attended to both roles.

Professional Development Coordinator (VACANT: One-year temporary position):

This position works to support the district/college professional development activities. The role is responsible for creating and implementing all professional development programs; serves as a resource to campus, program, and organizational development initiatives. (For a full list of duties, please see Appendix B.)

- The Professional Development Coordinator position is a full-time position that will be held by a Classified Professional.
- The Professional Development Coordinator will report directly to the Vice President of Instruction.
- The Professional Development Coordinator will co-chair the Professional Learning and Success committee.

Instructional Designer:

This position creates and facilitates trainings for faculty. These trainings cover a wide range of topics including pedagogical best practices, new technology in the classroom, and Online Educational Resources development. (For a full list of duties, please see Appendix C).

- Working with designated staff, faculty, and administrators to develop, modify, or implement training programs on web-based course development, technology-mediated

instruction, and concepts of online course delivery to be delivered in face-to-face settings, with video, within course management systems, or online;

- Assisting faculty with understanding, developing, and meeting requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, along with its 2008 amendments for digital learning content and information and communication technology;

Professional Learning and Success Committee:

The committee's primary functions are to coordinate, produce, and support professional learning and support opportunities for faculty, administrators, and Classified Professionals. (For the Committee Operating Agreement, please see Appendix D.)

- Professional Learning and Success Committee is comprised of voting members from a wide variety of constituencies, including Associated Student Government, Academic Senate, Classified Senate, and administration.
- Professional Learning and Success Committee recommends the funding of professional learning opportunities to the President.
- Professional Learning and Success Committee assists in planning and executing a Flex Day each semester, in addition to the various other learning opportunities offered throughout the year.
- Co-chairs of the committee:
 - Track the budget for the year
 - Advertise learning opportunities
 - Ensure implementation of plans

Goals

Supporting Documents and Process

Evaluation and Use of Annual Needs Survey

A [Needs Assessment Survey](#) is distributed to all employees of Reedley College by the Professional Learning and Success Committee in the spring semester of each academic year. The Professional Learning and Success Committee uses the data gathered to plan and develop the learning opportunities for the following year. Additionally, the Professional Learning and Success Committee distributes a [survey](#) to all employees immediately following Flex Day each semester. This information is likewise used to plan and develop the sessions for consequent Flex Days.

Evaluation and Use of Program Review

Program Review is an institutionally recognized process that all programs, both instructional and student services in nature, go through every two years. Part of the process includes the setting of program goals which are then substantiated through the inclusion of data, and a consideration of needs. The EESF meets with the Program Review chair(s) and to review all the program reviews for the current year for all professional learning needs.

Equity Plan

The college's Equity Plan is the final source of guidance for the committee. The Professional Learning and Success Committee reviews the Equity Plan upon its revision and considers the different activities and goals. These activities and goals guide the Professional Learning and Success Committee's own goals for the next Professional Learning Plan's iteration. This ensures

that the work of the committee is in alignment with the equity work of the college.

2023-2026 Professional Learning Goals

Goal One:

- Increase learning opportunities, employee participation, and employee awareness of Professional Learning opportunities on topics specific to Hispanic Serving Institutions, Culturally Relevant Pedagogy and Practices, and supporting historically disproportionately impacted student populations.

Goal Two:

- Research possible offerings, processes, and guidance for Classified Professionals' career development incentives alongside salary advancement opportunities for faculty to provide equitable access.

Goal Three:

- Develop the Continuing Education Learning Academy (CELA) courses on a variety of topics including equity, best practices to serve students with disabilities and students for whom English is a second language, and culturally relevant pedagogy.

Goal Four:

- Develop leadership training for all employees that includes topics such as best practices for hiring, retaining, and supporting employees of color; effective communication strategies; and facilitating effective goal setting and follow-through techniques.

Goal Five:

- Establish the Office of Continuing Education and Learning (OCEL): Propose and implement a revised Professional Learning program leadership structure (i.e., revise positions dependent on faculty reassigned time and temporary classified positions).

Goal Six:

- Establish an efficient process by which substantiated Program Review goals, Equity Plan goals, and the college's mission and goals are aggregated to produce Professional

Learning opportunities.

Appendix A

Faculty Lead for Excellence in Teaching and Student Support

Job Summary

Facilitate the development of excellence in teaching and supporting students through faculty development and instruction. This position will focus on supporting faculty development in academic and professional matters as described in Title 5 (sometimes referred to as “10 + 1”), including but not limited to curriculum, accreditation, areas of student preparation and success, program review and program development. Collaborate with others to provide professional development activities that will assist faculty to better understand the students we serve, the barriers they face, and the methods of instruction that will promote student learning, success and completion. This position will work closely with the Vice Presidents of Instruction and Student Services as well as the Academic Senate President.

Faculty release time: Two-year term: 100% release for academic year 2021-2022; 80% release for academic year 2022-2023

Responsibilities

- Coordinate the Flex Calendar events which concentrate on the areas of the 10+1
- Standing Member of the Professional Learning and Support Committee (may be one of the elected tri-chairs))
- Facilitate and coordinate the faculty role in College Hour
- Work with faculty to identify needed areas of support in the areas of the 10+1 through surveys and/or focus groups
- Facilitate collaboration of faculty at the campus, district and state levels to address faculty development needs in regard to classroom instruction, Curriculum, equity, and other topics related to the 10+1

- Attend workshops and webinars and bring back ideas to share with local faculty
- Produce local workshops and webinars on areas of excellence in teaching and student support including classroom management, student engagement, equity, assessment, and other topics specific to instruction.
- Work with local constituent committees to identify and support faculty development and attend meetings as necessary
- Help develop and facilitate the first-year faculty onboarding process
- Promote and facilitate local and districtwide Communities of Practice on the areas of student learning and support
- Communicate out to faculty on upcoming events, opportunities, requirements and deadlines including registering for trainings and reporting FLEX hours
- Review data to assess any opportunity gaps and develop support opportunities for faculty development to ensure equitable implementation and diversification of topics within the appropriate scope of influence
- Incorporate the Guided Pathways Framework and Equity Mindedness in all faculty support
- Support the development of Dual Enrollment faculty
- Outreach and provide support to Part-Time faculty
- Highlight the great work of all faculty at Reedley College
- Work with Administration, College Council and/or Academic Senate to set annual goals and objectives
- Track progress on annual goals and objectives and report out on activities and progress at least once every semester to Administration, College Council and Academic Senate

- Work with the Academic Senate and Administration to develop a Center for Excellence in Teaching and Student Support at Reedley College

Appendix B

Professional Development Coordinator

General Purpose:

Under general supervision, performs a variety of complex professional and technical work in support of District/college professional development activities; works with the Professional Development Committee to plan, create, and implement all professional development programs; serves as a resource to campus, program and organizational development initiatives; conducts need assessments/evaluations and develops training programs; and performs related duties as assigned.

Essential Duties and Responsibilities:

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Meets with managers, supervisors, workgroups, and individuals; may coordinate with Institutional Research to develop individual and group survey instruments; conducts needs analyses and identifies performance and training needs; identifies organizational and workgroup barriers to performance; develops and proposes training, development and/or other initiatives.
- Coordinates and works with the Professional Development Committee, the Academic Senate, the Classified Senate and the Office of Instruction to plan, schedule, conduct and evaluate training and development programs customized to meet department and workgroup needs; designs and develops new and/or adapts instructional materials, including workbooks, skill-building and role-playing exercises, case studies, handouts and other materials relevant to department or workgroup needs; evaluates participant

feedback and modifies programs and instructional materials.

- Following instructional system design methodology, designs and develops curricula and instructional materials for new custom-developed training programs; reviews training and development objectives, course content and instructional materials with District departments to ensure their appropriateness and relevance to meet training and performance needs; pilot tests and refines content and materials; designs and develops workbooks, tests and other instructor and participant teaching and learning aids; evaluates and modifies programs based on experience and training feedback.
- Performs small-group and individual coaching for skill improvement and other purposes; conducts mini-needs analyses; creates scenarios and scripts for participant use; coaches employees on development of personal improvement plans; follows up on progress and recommends additional development initiatives and action steps.
- Conducts literature research to design, develop and revise employee training curricula and training materials.
- Oversees, coordinates, and tracks all training and professional development activities and attendance campus-wide and manages the preparation and maintenance of narrative and statistical reports needed for a variety of grants that support professional development; keeps accurate records, files and materials.
- Oversees the research, identification and expansion of grant and funding opportunities for professional development and oversees the submittal of clear and comprehensive grant proposals.
- Represents the college and makes presentations to various groups within the District, other educational institutions, community organizations and governmental agencies.

Ensures compliance with all federal and state laws and reporting requirements.

- Demonstrates sensitivity to and understanding of historically minoritized groups and participates in professional development activities to increase cultural competency to enhance equity-minded practices within the District.

Other Duties:

- Prepares memoranda, reports, process documentation, correspondence and other written materials; designs graphics for training and other materials.
- Performs related duties as assigned

Appendix C

Instructional Designer

Job Summary

The successful faculty member will be an equity-minded individual committed to student success by collaborating with faculty, classified staff, administration, students, and community partners who are also dedicated to closing equity gaps. An equity-minded individual is a person who:

- Understands the importance of holding ourselves accountable as educators for closing equity gaps and engaging in equitable practices;
- Reframes inequities as a problem of practice and views the elimination of inequities as an individual and collective responsibility;
- Encourages positive race-consciousness and embraces human difference;
- Reflects on institutional and teaching practices and aims to create a culturally responsive teaching environment; and
- Strategically builds buy-in and participation among colleagues for equity-related initiatives.

Responsibilities

Reedley College seeks faculty members who value mentorship and working in a collegial, collaborative environment, guided by a commitment to helping all students achieve their educational goals. Divisions strongly encourage collaboration across disciplines to create inclusive, integrated, and interdisciplinary learning experiences. Reedley College faculty are expected to be knowledgeable about, and willing to use, different learning and teaching methods appropriate to the students they serve. Faculty members should be open and willing to participate

in culturally relevant professional development that will help them prepare for the population of students who attend Reedley College.

Under the general supervision of the Office of Instruction (OOI), the Instructional Designer (ID) provides training and consultative support to faculty teaching in higher education. The ID creates, teaches, and contributes to faculty development learning experiences that models best practices of instructional design, pedagogy, curriculum development and quality online teaching; builds relationships across campus; researches and advises the OOI of best practices for technology-rich learning experiences; approaches; and performs other duties as assigned. Duties may include, but are not limited to the following:

- Consulting with faculty to identify, develop, implement, and evaluate areas in which technology can be applied to enhance teaching and learning;
- Assisting faculty to integrate technology into the classroom and converting traditional courses to online courses;
- Supporting the exploration, creation and conversation around instructional design issues, create customized digital instructional elements and related technology enabled components in various disciplines;
- Working with designated staff, faculty, and administrators to develop, modify, or implement training programs on web-based course development, technology-mediated instruction, and concepts of online course delivery to be delivered in face-to-face settings, with video, within course management systems, or online;
- Participating in the evaluation, selection, testing and implementation of hardware and software tools, technologies and services that empower faculty and enhance teaching/learning experiences and student services;

- Assisting faculty with understanding, developing, and meeting requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, along with its 2008 amendments for digital learning content and information and communication technology;
- Creating documentation on internal procedures, publish user documentation for supported digital resources and prepare reports;
- Assisting in the incorporation of multimedia instructional course content materials including images, video, audio and digital library materials using sound instructional design and pedagogical principles;
- Attending and/or presenting at appropriate virtual and face-to-face conferences and seminars to maintain an up-to-date knowledge base of new instructional software and pedagogical techniques;
- Serving on and attending department, college, and district committees as needed;
- Participating in program review, student learning outcome development and assessment to improve student learning;
- Working assignments in a variety of settings and times, including evening and/or weekends, on-line or off-campus as needed; and
- Otherwise performing all other duties as assigned.

Appendix D

Professional Learning and Support Committee

Charge

Coordinates, produces, and supports professional learning and support opportunities for faculty, administrators, and classified professionals.

Outputs

- Organize flex activities, including Flex Day at the start of the fall and spring semester, in agreement with the Academic Senate
- Reviews and recommends requests for employee professional development and training
- Facilitates College Hour in collaboration with ASG and Pathways
- Provide support for professional learning and support activities and training for instruction and support in multiple modalities, including Distance Education, Noncredit, and Dual Enrollment
- Collaborate with Sabbatical committee to ensure sabbatical findings are shared broadly
- Create leadership development and peer mentorship opportunities.

Committee Procedures

Logistics	Detail
Brown Act	No
Meeting Schedule	2 nd and 4 th Mondays 3:00-5:00
Reports, Advises, or Recommends to	College Council
Committee Procedures	Robert's Rules or Other Parliamentary Procedure.
Quorum	50%+1
Method of Action	Majority
Sub-Committees or Advisory Groups	None
Reports and/or Updates Required	Professional Development Plan Collaborate/Disseminate: District PD Reporting
	through Cornerstone Collaborate/Disseminate: Flex Hours through Office of Instruction Professional Learning Calendar
COA Review Cycle:	Recommended committee structure from Governance Taskforce for Fall 2021. Next approval due Fall 2021.

Committee Chair(s)

Position	Appointed / Elected
Chair	Administration, appointed by President
Faculty Co-Chair	Excellence in Teaching and Learning Faculty Lead
Classified Co-Chair	Professional Development Coordinator

Committee Members

Title	Appointed by
Administrator	President
CSEA Representative	CSEA
Classified Professional	Classified Senate

Classified PD Coordinator or until hired, Additional Classified Professional	Standing, pending Classified Senate
Excellence in Teaching and Learning Coordinator	Standing
Faculty	Academic Senate
Faculty	Academic Senate
Student	ASG
Faculty	Academic Senate