

Resolution 22-2: Professional Development for Faculty

Whereas, Title 5, section 53200 states that a primary function of the Academic Senate is to make recommendations with respect to academic and professional matters;

Whereas, these academic and professional matters, referred to as the 10+1, include “policies for faculty professional development activities”;

Whereas, BP/AP 7160 make no mention of the role of the Academic Senate in the development of policies for faculty professional development;

Whereas, the Academic Senate identified professional development as one of our top three priorities of focus based on current practices;

Whereas, the ASCCC paper, “[Going Beyond Development; Faculty Professional Learning – An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success](#)” acknowledges that “profound changes to the role of faculty, the make-up of the student body, and shifts in teaching, learning have led to an expansion of faculty roles to keep up with new directions in teaching and research.”

Whereas, the ASCCC paper, “Going Beyond Development; Faculty Professional Learning – An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success” references educational research that has identified a notion by which professional development implies episodic training disengaged from daily practice and new theories suggest that professional development, now referred to as professional learning is a sociocultural activity that requires participation in communities of practice; and

Whereas, the ASCCC recommends that each college have a solid faculty development plan built on an equity-minded framework;

RESOLVED, That the Hartnell College Academic Senate works with incoming President Gutierrez and the Board of Trustees to revise BP/AP 7160 Professional Development; and

RESOLVED, That the Hartnell College Academic Senate work with the appropriate college stakeholders to develop a professional development plan that will provide professional learning opportunities that address culturally responsive practices, curricular design, and pedagogy with an intentional focus on improving teaching, learning, and student support that integrates equity minded practices.