



PROFESSIONAL LEARNING PLAN

2026-2029



MARIN
COLLEGE OF MARIN

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MISSION

THE COLLEGE OF MARIN'S PROFESSIONAL LEARNING PROGRAM IS DESIGNED TO:

To foster a culture of continuous growth, equity, and collaboration by providing relevant and inclusive learning opportunities that empower all employees to thrive and contribute meaningfully to student success.

DEVELOPMENT OF THE PROFESSIONAL LEARNING PLAN

In developing this *Professional Learning Plan*, the Professional Learning Committee (PLC) reviewed and incorporated elements from a range of sources including:

COLLEGE PLANS AND MATERIALS

- *Educational Master Plan 2025-2030*
- COM vision, mission, and values
- *Professional Learning Plan 2021-2024*
- Equal Employment Opportunity Employee Survey
- Additional College plans

CCCCO PLANS AND INITIATIVES

- Chancellor's Office Vision 2030
- Chancellor's Office's requirements
- Guided Pathways

ADDITIONAL EXTERNAL CONSIDERATIONS

- California Education Code and Title 5
- Accreditation Standards
- AB 705

PROFESSIONAL LEARNING COMMITTEE (PLC)

CHARGE

The Professional Learning Committee (PLC) operates as a subcommittee of the Planning and Resource Allocation Committee. The PLC is responsible for overseeing professional learning planning, programs, and evaluation in support of the College Mission, institutional plans and initiatives, accreditation, and legal requirements. This includes the Flex program, technology training, institutional initiatives, teaching and learning activities, workplace safety and disaster preparedness training, and activities designed to improve communication and increase collegiality. The committee will utilize the resources and expertise of the Office of Institutional Effectiveness, Human Resources, Campus Police, and other offices and departments as appropriate.

RESPONSIBILITIES

- Develop a professional learning plan consistent with the College Mission, Educational Master Plan, other institutional plans, accreditation standards and legal requirements.
- Set directions and make recommendations for professional learning activities to meet the needs of College employees.
- Establish guidelines and procedures for professional learning activity proposals.
- Evaluate the effectiveness of professional learning and make recommendations for improvement.
- Establish appropriate timelines to complete tasks and make recommendations.
- Information about the PLC including the committee's charge, responsibilities, current members, agendas, and minutes are posted on the Professional Learning Committee web page.

PROFESSIONAL LEARNING ACTIVITY PLANNING PROCESS

AN OPPORTUNITY FOR COLLABORATION

In preparation for Flex Week, Flex activities, and Classified Staff Professional Learning activities, the Flex Facilitator, Classified Professional Development Coordinator, and PLC will:

Identify Key Initiatives

- College plans
- Surveys and evaluations
- CCCCCO Vision 2030
- Guided Pathways
- State Initiatives – AB 705
- Accreditation/ACCJC

Gather Information

- Cabinet
- Committees
- Senates
- CSEA, UPM, SEIU

Curate Offerings

- Determine Flex and professional learning themes
- Craft request for proposals
- Review/revise submissions
- Schedule sessions

Promote and Execute Programs

- ProLearning
- College Services
- Marketing and communications
- Oversee logistics
- Review outcomes
- Evaluate programing after completion

PROFESSIONAL LEARNING SURVEY AND EVALUATIONS

The PLC conducts an annual Professional Learning Needs Assessment through the annual employee survey conducted in collaboration with the Equal Employment Opportunity Council (EEO). Professional learning sessions are also evaluated through ProLearning to allow for feedback on effectiveness.

PROFESSIONAL LEARNING RESOURCES

The Professional Learning web page provides information about ProLearning, the Flex program, classified leadership program, upcoming activities, conference and training requests, learning resources, and PLC agenda and minutes. A link to the Professional Learning web page can be found under the Faculty and Staff tab on the College website. In addition, all employees have access to ProLearning via the MyCOM portal. ProLearning, launched in fall 2018 in conjunction with the Vision Resource Center of the CCCCCO, is a personalized professional learning website where employees can:

- View a calendar of professional learning events offered by COM and the Chancellor's Office and affiliated groups.
- Register for Flex and Classified Professional Learning Day activities.
- Access thousands of online training offerings from LinkedIn Learning, Skillsoft, and Keenan.
- View a transcript of professional learning activities.
- View internal trainings
- Check faculty Flex obligation.
- Connect with colleagues.

PROFESSIONAL LEARNING AND DEVELOPMENT CENTER (PLDC)

The **Professional Learning and Development Center** is a dedicated space for College of Marin employees to access resources, collaborate, and engage in professional growth opportunities. Located in CSS 102/103, the PLDC serves as the hub for workshops, training sessions, and programs that support continuous learning across all employee groups. The PLDC is designed for employees to:

- Host workshops and training sessions
- Access professional learning resources
- Connect and collaborate across departments

The goal is to create a welcoming environment that fosters innovation, collaboration, and career development. The center will host a variety of offerings, including institutional programs, cross-departmental workshops, and employee-led initiatives.

ADDITIONAL COMMITTEES WITH PROFESSIONAL LEARNING OVERSIGHT

In addition to the PLC, there are also multiple union/district committees that have a role in professional learning opportunities for faculty.

PROFESSIONAL DEVELOPMENT LEAVE COMMITTEE (FORMERLY KNOWN AS PAC)

The Professional Development Leave Committee is a UPM/district committee that recommends and approves funding for faculty to attend conferences, workshops, and other training. The committee is composed of two administrators and two faculty union representatives. Information about how to apply for funds is posted on the Professional Learning web page and in the Faculty Handbook.

SABBATICAL LEAVE COMMITTEE

The Sabbatical Leave Committee is a UPM/district committee that recommends and approves sabbatical requests from faculty using the process outlined in the MCCD/UPM Collective Bargaining Agreement. The committee is composed of one administrator and three faculty union representatives.

UNION-DISTRICT WORKLOAD COMMITTEE (UDWC)

The UDWC oversees funding for Institutional Research and Learning project grants and other college-funded grants and initiatives designed to support institutional needs. The committee is composed of two administrators and two faculty union representatives.

Professional learning activities are also offered through other units such as Human Resources, Campus Police, College Operations, Student Services, library, Students Accessibility Services, and others.

EQUAL EMPLOYMENT OPPORTUNITY ADVISORY COUNCIL (EEOAC)

The District has established an Equal Employment Opportunity (EEO) Advisory Council to support the Board in advancing equitable hiring practices and staff development. The Council is composed of a diverse group of individuals dedicated to promoting equal employment opportunity, diversity, and inclusion. It sponsors events, training sessions, and other initiatives designed to foster nondiscrimination, retention, and a culture of diversity throughout the organization.

CARING CAMPUS

The Caring Campus committee at College of Marin is composed of classified professionals dedicated to fostering a culture of care for both students and employees. Through events and trainings, the committee promotes practices that strengthen connection and support across campus. A central goal of Caring Campus is building cross-departmental awareness, creating opportunities for professional learning that enhance collaboration and engagement among all areas of the college.

PROFESSIONAL LEARNING THEMES

The PLC uses six professional learning themes to organize activities and support the goals of the College's plans and initiatives. These themes may be revised as new needs and priorities emerge.

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EQUITY, DIVERSITY, AND INCLUSION

Promote best practices and innovative methods to cultivate a safe and equitable, and inclusive environment for students and employees. Build awareness and knowledge about issues of access, power, privilege, and oppression.

Goals:

- Offer ongoing anti-racist, equity-minded, and universal design training for all roles.
- Provide equity and accessibility framework for all training.
- Leverage partnerships with UEI, IDEA, and equity work across the college.
- Foster mentorship, onboarding, and dialogue across campus roles.

Plan 2030 Alignment: Goals 1.1, 3.1, 4.4

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TECHNOLOGY AND INNOVATION

Develop technology expertise to support innovation. Provide AI training to support use by employees and teach AI literacy.

Goals:

- Train faculty and staff in existing and emerging technology platforms and tools.
- Partner with AI community of practices to inform Professional Learning.
- Increase awareness of digital equity to enhance student success.
- Curate content for on-demand training and resources.

Plan 2030 Alignment: Goals 1.1, 2.1

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TEACHING AND LEARNING

Expand innovative teaching and learning practices designed to promote student success and support.

Goals:

- Encourage faculty collaboration across disciplines and pathways.
- Leverage new Professional Learning and Development Center to increase engagement and opportunities for interdisciplinary collaboration across employee groups

Plan 2030 Alignment: Goals 1.1

COMMUNITY AND COLLABORATION

Cultivate a culture of collaboration and community by facilitating connections, leveraging resources, and promoting cross disciplinary and interdepartmental collaboration across campuses.

Goals:

- Foster an environment where employees feel safe to learn together, meaningfully communicate, innovate, and grow.
- Develop shadowing, training, and networking opportunities for departments to share and collaborate on processes.

Plan 2030 Alignment: Goals 2.3

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PROFESSIONAL GROWTH AND ADVANCEMENT

Provide employee-informed professional growth opportunities for employees to excel in their work. Create pathways to thrive in future opportunities.

Goals:

- Provide employees with opportunities for mentorship, shadowing, and cross-departmental learning.
- Fully utilize ProLearning to centralize access for employees; identify, share and track participation in external opportunities; track participation and assess effectiveness of internal offerings.
- Support group participation in external PD opportunities and conferences.

Plan 2030 Alignment: Goals 2.3

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SUSTAINABILITY

Provide professional learning opportunities to reduce environmental impact instructionally and locally.

Goals:

- Leverage PLDC to provide support for faculty to incorporate concepts of cultural biodiversity and environmental action materials into curriculum.
- Develop and incentivize waste reduction training.
- Collaborate with the Environmental Action Committee so they can disseminate their learnings, projects, and policies to faculty, staff, and students.
- Facilitate FLEX sessions that are rooted in environmental impact and sustainability.

Plan 2030 Alignment: Goals 3.1, 3.3

FACULTY PROFESSIONAL LEARNING

FLEX/PROFESSIONAL LEARNING PROGRAM GUIDELINES

The College participates in the Flexible Calendar program administered by the Chancellor's Office to meet Title 5 regulations. In this program, colleges can set aside a certain number of days for professional learning activities in lieu of classroom instruction within the 175 academic calendar year. The College, in consultation with UPM, typically designates four or five days prior to the first day of instruction each semester as Professional Learning/Flex Days.

FULL-TIME FACULTY

Full-time faculty have a 40-hour Flex obligation for the academic year, due by the last day of exams in the spring semester.

PART-TIME FACULTY

Part-time faculty have a Flex obligation each semester based on 20 hours/semester and prorated according to instructional load. In the case of librarians, counselors, and school nurse the obligation is based on workload. The Flex obligation is due by the final exam day. Complete details about the Flex program, including information about applicable activities and procedures, are available on the Professional Learning web page and in the Flex information brochure.

PROFESSIONAL LEARNING FACULTY FACILITATOR

The Professional Learning Faculty Facilitator oversees the Flex program and serves as co-chair of the PLC.

CONFERENCE ATTENDANCE AND OFF-SITE TRAINING

Funding for faculty to attend conferences and other professional learning activities is available through the UPM/District Professional Development Leave Committee (formerly known as PAC). Information about how to request these funds is posted in the online faculty handbook. A link is also posted on the Professional Learning web page.

CLASSIFIED PROFESSIONAL LEARNING

CLASSIFIED PROFESSIONAL LEARNING DAY

Classified Professional Learning Day began in Fall 2016 and has continued to grow each year. Today, there are two full days during the academic year when classified staff are released from normal operations to connect with colleagues, engage in professional learning, and develop new skills. Each full-day program includes an opening session, multiple breakout sessions, and lunch. Breakout sessions are informed by employee needs assessments and cover a wide range of topics, such as technology literacy, equity practices, career advancement strategies, and other areas of professional growth. This event is a collaborative effort between the Professional Learning Committee (PLC), Classified Senate, and the Classified Professional Development Coordinator.

CONFERENCE ATTENDANCE AND OFF-SITE TRAINING

Classified staff can request funding of up to \$500 per person per fiscal year to support job-related training and professional learning activities. Funding is on a first-come, first-served basis. Staff also may be eligible for additional departmental or institutional funds to cover training, conferences, or other professional learning activities with manager approval. Requests for Classified Staff Development Funds must be signed by the employee's manager and then forwarded to the PLC. More details and the application form are posted on the Professional Learning web page at <http://www1.marin.edu/professional-learning/classified-professional-learning>.

CLASSIFIED LEADERSHIP DEVELOPMENT PROGRAM

Classified Leadership Development Program is designed to help employees strengthen their personal and professional leadership skills through a comprehensive experience that includes a three-day institute, yearlong mentoring, and a hands-on project. The program's goal is to provide classified employees with opportunities to enhance leadership capabilities and advance their career aspirations. Each year, a cohort of 8–10 participants is selected, allowing for a personalized approach tailored to individual goals. Key areas of focus include self-leadership, career advancement, and relationship-building within the organization.

PROFESSIONAL LEARNING FOR ADMINISTRATORS

LEADERSHIP LEARNING PROGRAM

The College is a member of the Bay Area Community College Districts' Educational Resources Consortium. As part of our commitment to professional growth, administrators, supervisors, and confidential employees have access to a variety of training opportunities. These include workshops and presentations designed to strengthen leadership skills, promote best practices in supervision, and support your ongoing professional development.

CONFERENCE ATTENDANCE AND OFF-SITE TRAINING

Administrators may have department travel accounts or access to other funds. Requests should be directed to the appropriate manager.

COMMUNITY HOUR

COMMunity Hour is held on Mondays and Wednesdays from 12:40-1:30. This is a time dedicated to campus events and workshops. Classes are not scheduled during this time to allow both students and employees the opportunity to participate. Many professional learning workshops happen at this time from a variety of programs. Workshops such as highlighted programs, equity series, accessibility sessions, and others can be found on the yearly calendar.

SUMMARY OF PROFESSIONAL LEARNING NEEDS IN COLLEGE PLANS

The PLC reviewed various College plans and identified key areas for professional learning and collaboration with other committees, groups, and departments to help achieve these institutional objectives.

EDUCATIONAL MASTER PLAN/STRATEGIC PLAN: PLAN 2030

Objective 1.1 Build a faculty learning community that supports all faculty in expanding innovative, equity-minded teaching practices designed to promote student success.

Objective 2.1 Cultivate a culture of engagement, collaboration, and accountability.

Objective 2.3 Provide employee-informed professional growth opportunities for employees to excel in their work and prepare for advancement opportunities.

STAFFING/HUMAN RESOURCES

Professional learning in this section includes Education Code requirements; accreditation standards; human resources information; key policy, procedures, and collective bargaining points; contract obligations; human resources; and mandatory safety trainings.

NEW EMPLOYEE ORIENTATION

Audience: New hires and current employees seeking a refresher

Purpose: This interactive workshop is designed to help employees seamlessly integrate into the College vibrant community environment. Whether new to the College of Marin or looking to reconnect with its mission, this session provides essential knowledge and insights for success.

Topics Covered:

- Institutional structure and governance
- Navigating campus culture
- Understanding departmental roles
- Key resources for faculty and classified staff

Champions: Human Resources

Timing: Each semester as needed

NEW FACULTY ORIENTATION

This orientation is offered each semester during the Flex Week prior to the first day of instruction. Topics include:

- Human resources overview regarding new hire forms, conference and travel leave, mandatory (sexual harassment prevention, FERPA, safety) and optional training.
- Online faculty handbook.
- MyCOM portal including “add” codes, dropping, and waitlists.
- Classroom management and student conduct.
- Professional learning opportunities, Flex obligations, and participatory governance.
- Workplace safety, parking, and campus police services.
- Overview of Canvas, online learning applications, and policies

Champions: Assistant Vice President of Instruction, Academic Senate, Human Resources, Professional Learning Faculty Facilitator

Timing: Each semester

NEW FACULTY ACADEMY

For years that have a large cohort of full-time faculty, the College typically offers a structured academy across a semester or year for this cohort to cover the following:

- logistics
- teaching and learning
- campus culture
- student services
- student success and campus culture
- tenure information
- teaching strategies

Champions: Dean Instructional Management, Academic Senate, Human Resources, Professional Learning Faculty Facilitator

Timing: Depending on the number of new faculty, this may be replaced with the faculty mentor program.

SAFETY, EMERGENCY PREPAREDNESS AND WORKPLACE VIOLENCE

This workshop provides information about what to do in an emergency and how best to prepare and respond should there ever be an active shooter on campus.

Champions: District Police Chief

Timing: Annually and as needed

MANAGEMENT/SUPERVISORY TRAINING

These workshops and webinars provide managers and supervisors with skills in interviewing and selection, establishing new employee on-boarding plans, performance management, teamwork, conflict resolution, meeting facilitation, best practices, business process improvement, project management, leadership, and the application of policies, procedures, and collective bargaining agreements.

Champion: Human Resources

Timing: Ongoing

RETIREE TRAINING

Pre-retirement seminars and webinars prepare employees for retirement, and post-retirement seminars and workshops about programs and services that contribute to the well-being of retired faculty and staff.

Champions: Human Resources

Timing: Annually during Flex week

BENEFIT TRAINING

Benefit fairs, webinars and online information about employee health and welfare benefit plan options.

Champions: Human Resources with Benefit Vendors

Timing: Annually during open enrollment

SEXUAL HARASSMENT PREVENTION TRAINING

Employees have access to online and workshop information to meet regulatory discrimination training requirements and achieve COM goals of creating an environment free of harassment.

Champions: Human Resources

Timing: Annually for all new hires; every two years for supervisors; and within six months of employment for new supervisors

ELIMINATION OF BIAS IN HIRING AND EMPLOYMENT TRAINING

Prior to serving on a recruitment and screening committee, all individuals must receive training on the elimination of bias in hiring and employment from the Human Resources Department on the following requirements and topics:

- Title 5 regulations on Equal Employment Opportunity (Title 5, section 53000 et. seq.)
- Federal and state non-discrimination laws.
- The District Equal Employment Opportunity Plan and related District policies on nondiscrimination, recruitment, and hiring.
- Principles of diversity and cultural proficiency.
- The value of a diverse workforce.
- Recognizing and eliminating bias in hiring decisions.
- Best practices in serving on a screening committee.

Champions: Human Resources and General Counsel

Timing: Fall Flex and as needed

OTHER HR TRAINING AND PROFESSIONAL LEARNING

Additional training will include professional and career learning workshops and webinars to promote high performance and prepare the workforce for the future.

Champions: Human Resources and Professional Learning Faculty Facilitator

Timing: Ongoing

DISTANCE EDUCATION PLAN

As part of the ongoing effort to meet the objectives outlined in the Strategic Plan, the Distance Education Committee will continue to:

- Provide ongoing faculty professional learning including strategics and best practices for instructional technology, student and faculty AI literacy, online learning, and course design including regular and substantive interaction and accessibility compliance.
- Offer faculty support for online teaching and design to align with the California Virtual Campus-Online Education Initiative (CVC-OEI) statewide Course Design Rubric
- Seek input from faculty as to their professional learning needs for distance education and provide on and off campus opportunities such as CVC-OEI sponsored workshops and Flex workshops on accessibility, universal design best practices, and student engagement.
- Develop and maintain online learning faculty resources that are specific to COM DE policies and best practices.
- Provide regularly scheduled meetings for DE faculty.
- Provide training for Canvas and other online learning platforms and applications.

Champions: Distance Education Committee, Instructional Designer, Assistive Technology Access Specialist, DE Faculty Coordinator, Dean of Instructional Management

Timing: Ongoing

EQUITY PLAN

A goal of the Equity Plan is to provide professional learning opportunities for staff and faculty that enhance awareness, understanding, capacity and motivation to support student populations identified in the plan.

Professional learning/training is needed to:

- Implement promising practices in pedagogy, curriculum learning, and student services and AB 705.
- Increase awareness/understanding of issues impacting target student populations including the effects of inequities, methods for detecting and researching them, and effective practices for improving outcomes.
- Provide professional development and training to peer tutors and instructional aides on Universal Design for Learning and effective strategies for tutoring students with disabilities
- Develop a robust ecosystem of professional learning and critical action at COM that scales already existing high impact enrollment practices for racialized students, and that infuses knowledge of new promising practices.

FACILITIES PLANNING, MAINTENANCE AND OPERATIONS

The Director of Facilities Planning, Maintenance, and Operations will ensure that all maintenance and operations staff have required OSHA and other training.

Champion: Director of Facilities Planning, Maintenance, and Operations

Timing: Ongoing

FISCAL AND BUDGET

FISCAL AND BUDGET TRAINING FOR MANAGERS

Provide the following training to new and existing staff so they can effectively complete personnel action forms, requisitions, budget transfers, annual budgets, quarterly budget reports:

- Banner training for requisitions, budget transfers, account analysis, and budget review FOAP (Fund-Organization-Account-Program coding for spending)
- Budget Builder Tool (for entering budgets annually)
- Quarterly Budget Reporting (for preparing quarterly budget analysis)

Champions: Director, Fiscal Services; Accounting Supervisors

Timing: Annually or as needed

OTHER FISCAL AND BUDGET RELATED TRAINING AND PROFESSIONAL LEARNING

Fiscal Services staff attend training sessions or participate in webinars to increase their knowledge in areas that may impact their work, e.g., payroll, regulations, budget meetings, purchasing meetings, IRS, etc.

PURCHASING AND REQUISITIONS

The District Buyer is also available to provide training for requisitions, budget transfers and general Banner inquiries.

Champions: Director, Fiscal Services; Fiscal Services Staff

Timing: As needed

OFFICE OF INSTITUTIONAL EFFECTIVENESS

DATA VISUALIZATION TRAINING

Office staff will investigate new data visualization options and then offer training to anyone who is doing program review or who wants to research enrollment trends, student access and success, or do cohort analysis, etc.

SURVEY INSTRUMENT TRAINING

Survey design and survey instrument training offered by OIE staff.

Timing: As needed

PARTICIPATORY GOVERNANCE SYSTEM

Professional learning for all managers on participatory governance system (PGS) is conducted at the beginning of each fall semester and as needed when new managers are hired. PGS training for chairs is available as needed and may also be provided upon request. Chairs are responsible for training committee members.

Champions: Governance Review Council

Timing: Annually and as needed

PROGRAM REVIEW

The instructional program review faculty facilitators work with departments that are currently going through the program review process (their year in the cycle to submit to PRAC). The vice president of student learning and success provides assistance to student services personnel completing noninstructional program reviews. The Office of Institutional Effectiveness provides current data sets by discipline on an annual basis.

Champions: Vice President of Student Learning and Success, Academic Senate Program Review and SLO Facilitators

Timing: Annually

TECHNOLOGY PLAN

Training will be provided as necessary for each element of the Technology Plan. For each project, IT leadership will work with all affected constituents to discern training needs, develop a training program, build training costs into implementation budget, and assess training program effectiveness. Technology training, support and professional learning will include:

- Federal, state, and county employee required training.
- Non-instructional college systems required training.
- Non-instructional systems required training – department specific.
- Instructional systems required training such as Canvas, CurricuNet, and Program Review.
- Instructional software training such as Adobe, Apple OS, Autodesk, Citrix Apps, Google, Microsoft Office, Microsoft OS (7-10), and Zoom.
- Instructional hardware training for technology including FOBs, classroom computer or laptop connection, projector, thermostats, and clickers.

Champions: Director of Information Technology, Technology Planning Committee, Vice President of Student Services and Student Learning, Instructional Technologist, DE Faculty Coordinator, and appropriate stakeholders

Timing: As needed