



Professional Development Planning Committee

Second Tuesday of the Month

Jan 14, 2024

12:30pm to 1:30 pm

Location: 13-337

AGENDA

Co-chairs:

- ASLT Division Dean: [Anniqua Rana](#)
- Faculty Rep: [Ellen Young](#)
- Classified Rep: [Roslind Young](#)

Item	Time	Notes
Check-in and welcome		<p>Student Representative (River): Expressed concerns about a scheduling conflict with a class, potentially requiring a replacement for future meetings. Shared excitement about returning after a positive holiday season.</p> <p>Participants' Reflections: Attendees expressed enthusiasm about reconnecting and preparing for upcoming professional development initiatives.</p> <p>Flex Day Feedback: Mixed experiences with Flex Day sessions were shared. Some sessions, like those on plagiarism and AI, were highly attended, while others had lower participation. Suggestions included better accessibility to classroom technology information and ensuring sessions meet both new and adjunct faculty's needs.</p> <p>Key Roles and Responsibilities: Several participants highlighted their dual roles (e.g., faculty and coordinators) and their interest in professional development, equity-focused initiatives, and Open Educational Resources (OER).</p> <p>Future Goals: The need for targeted support for adjunct and part-time faculty was emphasized. Attendees proposed improving logistical aspects of Flex Day, such as hybrid session sound quality and the setup of spaces.</p>

<p>January Flex- debrief and Plan for April</p> <ul style="list-style-type: none"> • April: Disability justice • August AANAPISI • October: Undocu-Scholars • January 2026 • April 2026 	20 min	<p>Flex Day Feedback: General reflections highlighted successful sessions such as plagiarism and AI guidance, attended by many. Discussions around improving hybrid session audio quality. Proposal to streamline session feedback methods (e.g., brief surveys post-session). April Flex Day Planning: Proposed theme: Disability Justice. Suggestions for sessions include linguistic justice, culturally responsive mental health workshop, and ecological restoration. Exploration of additional partnerships for specialized training, including divisional focus areas. Feedback Collection: Strategies to improve survey participation discussed. Suggestions include in-room paper surveys, digital links with incentives, and group discussion evaluations.</p>
<p><u>By-laws- Professional Development Planning Committee draft 24.docx</u></p>	10 min	Waiting for updates from the Classified Leadership President.
<p>PARTIAL ISER DRAFT #2 : Standard 3 first draft for College-wide work session on January 10, 2025</p> <p>The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.</p>	10 min	Need feedback from members
<p><u>Strategic Enrollment Management Plan Progress Report Spring 2025</u> 4.1.6, FTL & EAPC- 5/2 4.1.7, i-Deans- 5/2 4.1.8, FTL & EAPC 5/16 4.1.9, PD & EAPC 5/16 4.1.10, FTL and EAPC 5/16</p>	5 min	Need feedback from members
<p>Closing: Agenda items for <u>February 11</u></p>	5 min	<ol style="list-style-type: none"> 1. Review of feedback collection process proposal. 2. Updates on April Flex Day session confirmations. 3. Updates on ISER and Strategic Enrollment reports. 4. Additional suggestions for Disability Justice theme. 5. DHSI Grant proposal (Feb or March)
<p>Action Items</p>		<ol style="list-style-type: none"> 1. Ellen will follow up with the presenters and finalize the April Flex Day session lineup. 2. PD Team to propose a feedback collection process and present in February. 3. Ellen to contact Zori about culturally responsive mental health workshop logistics.

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| | | <ol style="list-style-type: none"> 4. Jackie Ip to update on bylaws and membership status. (<i>We received confirmation from Alex, so we are ready to submit the bylaws to PBC</i>). 5. Follow-up on undocumented scholars' support sessions for April. 6. Review and add evidence to the following documents: <ul style="list-style-type: none"> • Standard 3 first draft for College-wide work session on January 10, 2025 • <u>Strategic Enrollment Management Plan Progress Report Spring 2025</u> |
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Assessment Model

Center for Urban Education's (CUE) Racial Equity Tools aim to change the minds, hearts, and practices of faculty, staff, and leaders—all of whose collaboration is essential to achieve racial equity in higher education.

Each tool prompts reflection on the racialized characteristics of everyday practices, setting the foundation for change.

The tools are organized into four flexible phases:

- PHASE ONE: [Laying the Groundwork](#)
- PHASE TWO: [Defining the Problem](#)
- PHASE THREE: [Creating Solutions Through Inquiry](#)
- PHASE FOUR: [Sustaining and Scaling the Work](#)

[From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education](#)

<https://www.cue-tools.usc.edu/all-tools>