



Professional Development Planning Committee

Second Tuesday of the Month

February 10, 2026

12:30pm to 1:30 pm

Location: 13-337

Join Zoom Meeting:

<https://smccd.zoom.us/j/87815878562?pwd=O86HyuNnbmLATA8bSbsFPq66ilmldw.1>

Meeting ID: 878 1587 8562

Passcode: 979542

MINTUES

[Recording](#) Passcode: w808OW.1

Tri-chairs:

- ASLT Division Dean: Anniqua Rana
- Faculty Rep: Ellen Young
- Classified Rep:

[Professional Development Plan 2024-27](#)

AGENDA

Item	Time	Notes
Welcome and introductions Cañada College Land and Labor Acknowledgement	10 min	<ul style="list-style-type: none">• The chair opens the meeting, welcomes everyone, and notes who is present (including Rosie on Zoom and Alessandro in the room).• They share that Ellen (second co-chair) couldn't attend because she wasn't feeling well, and they wonder if Roz is tied up in the lab.• They ask everyone to introduce themselves, specifically: <i>who they represent</i> and <i>what they hope to accomplish today</i>, starting with the student representative so the new member (Alessandro) knows who's in the room, then moving to Zoom attendees. <p>Introductions included:</p>

		<ul style="list-style-type: none"> • Neve (student rep / ASCC): working on a Know Your Rights workshop, partnering with Jasmine and the Cultural Center, hoping to bring it to April Flex Day. • Lindsay Irizarry (Distance Education instructional technologist): does a lot of training. • Sarah Harmon (OER/ZTC Program Manager): trains faculty on OER/ZTC and also does AI training; wants to learn more about web accessibility because she has pages to update. • Nada Nekrep (Zoom): checking in early in the semester; wants to understand how committees overlap and learn what others are doing. • Rosie Morrison (Zoom): representing Classified Senate and/or CSEA as a local union rep; focused on making sure things are equitable. • Wendy Nelson (Zoom): Associate Dean at Palomar College and a Leading from the Middle (LFM) coach; here to listen and learn about the team’s PD work.
Equity PD Opportunities website	10 min	<ul style="list-style-type: none"> • Purpose: Michiko describes it as a simple webpage meant to help ensure people know about off-campus professional development opportunities with an equity lens. She also wants to hear from Alessandro about how to make it more accessible. • What’s on it: • A list of equity-focused conferences/PD opportunities (she mentions examples like <i>Colegas</i>, the <i>Empowering Women Conference</i>, the <i>National Student Leadership Diversity Conference</i>, and <i>NCORE</i>). • For each conference, she’s adding when/where it happens and a brief note on the equity lens/context. • It also includes PDPC resources explaining how to apply for funding to attend. • NCORE update: She notes that NCORE isn’t happening this year (she attributes this to “everything happening federally”), but there’s an alternative effort in the Pacific Northwest (she describes it like a “higher ed hive”) planned for the first week of May. • Additions invited: She asks others to send her more equity-focused conferences/webinars so she can add to the list.

		<ul style="list-style-type: none">• Sarah mentions the ASCCC OER IDEA framework (Inclusion, Diversity, Equity, Anti-racism) and that they do regular webinars; she offers to send those to Michiko to include.• Where it's posted/shared:• Linked from the Office of Equity page under Equity Campus PD.• A link is also on the PDPC site.• Shared with Faculty Teaching and Learning; Alison was going to put it on the faculty website.• Suggested additional sharing: Someone suggests it should be part of orientation/onboarding so new faculty/classified/administrators learn about it right away.• Intended message to campus: It's meant to communicate: "If you're interested (faculty/classified/admin), there is funding—use the links, apply, and talk to your manager/dean as applicable."• Capturing impact: They discuss building a system to share back learning and impact (post-conference presentations/testimonials, commitments/actions, "ripples"). Michiko mentions Student Life previously had a webpage listing who attended conferences and their post-conference share-outs, and wonders if this site could also host those materials.• Other channels to highlight the work: They mention Ray's podcast as another place to highlight/feature this work, and Ellen's idea of co-horting faculty across the district around teaching/learning and "what you bring back."
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Web accessibility Demo

15 min

Common Accessibility Issues Identified

Alessandro reviewed several common problems found on webpages:

1. **Missing Alternative Text on Images**
 - a. Images must include **alt text descriptions** so screen readers can describe them to users.
2. **Skipped Heading Levels**
 - a. Headings should follow a logical order (H1 → H2 → H3).
 - b. Skipping levels (e.g., H1 → H3) can confuse screen reader navigation.
3. **Unclear Link Text**
 - a. Avoid vague phrases like **“Click here.”**
 - b. Links should clearly describe their destination (e.g., **“View membership list”**).
4. **Empty Headings**
 - a. Headings used only for spacing should be removed.
 - b. Screen readers will still read them as headings even if they contain no text.
5. **Poor Color Contrast**
 - a. Text must have sufficient contrast with the background for users with low vision.
6. **Full URLs Displayed as Text**
 - a. Long URLs should be embedded in descriptive hyperlinks rather than displayed in full.
7. **Improper Tables**
 - a. Tables should only be used for **tabular data**.
 - b. If used, header rows and cells must be properly defined so screen readers understand relationships between data.
8. **Fake Lists**
 - a. Using dashes to mimic lists is not accessible.
 - b. Use proper **bulleted or numbered list formatting**.
9. **Headings Styled as Paragraphs**
 - a. Text that functions as a section heading should be formatted using heading tags rather than bold paragraphs.

Additional Recommendations

- Ensure **PDF documents uploaded to the website are accessible**.

		<ul style="list-style-type: none"> • Use the accessibility checker in the CMS (Modern Campus) when publishing pages. • If errors are unclear or complex, users should submit a request to the Marketing department for assistance. <p>Suggested First Steps for Website Editors</p> <p>Alessandro recommended that program editors:</p> <ol style="list-style-type: none"> 1. Install and run the WAVE accessibility checker on their webpages. 2. Fix simple issues such as headings, links, and alt text. 3. Submit a marketing request if issues are technical or difficult to resolve. <p>Resources Shared</p> <ul style="list-style-type: none"> • Link to the WAVE accessibility tool • Marketing request form • A web accessibility checklist for content editors <p>Potential Future Training</p> <p>The group discussed the possibility of offering future sessions on accessibility, particularly:</p> <ul style="list-style-type: none"> • Making PDF documents accessible • Working sessions during Flex Day to help faculty and staff update their websites.
<p><u>FLEXI PLAN- FLEXI:</u> Faculty Learning and Evidence Xchange Initiative</p> <p>April 16 – Flex Day <u>Proposal Data</u></p> <p>Focus De-escalation <u>https://hannacenter.org/</u></p>	<p>25min</p>	<p>Theme:</p> <ul style="list-style-type: none"> • The April 16 Flex Day will focus on de-escalation and trauma-informed practices in the workplace and classroom. <p>External Partner:</p> <ul style="list-style-type: none"> • The planning team met with a representative from the Hanna Center to help design the day’s programming.

Submit a proposal

- Their work centers on trauma-informed practices and strategies for responding to challenging situations.

Proposed Structure of the Day

- **Opening session:**
 - Framing the importance of creating environments that help prevent or manage difficult situations.
- **Afternoon sessions:**
 - One session designed for **faculty** and one for **classified staff**.
 - Participants may attend whichever session best fits their role or interest.
- Focus will be on **trauma-informed de-escalation strategies**.

Sessions Proposed So Far

- OER/ZTC sessions (two proposals from Sarah Harmon).
- **Counseling perspective:** “An Insider’s View into Dual Enrollment.”
- **Somatic closing session:** “Helping the Helpers.”
- **Humanizing Online Synchronous Teaching** – engagement, flexibility, and trust (Nada Nekrep).
- Potential **Know Your Rights workshop** being developed with the Cultural Center.
- Possible **AI for reducing workload** session.

Call for Additional Proposals

- The committee emphasized the need for **more sessions aimed at classified professionals**, since Flex Day is one of the few days when classified staff can attend campus-wide PD.
- Faculty, staff, and administrators are encouraged to **submit proposals** and suggest topics or trainers.

Additional Ideas Discussed

- Poetry and reflective writing as a **community-building and de-escalation practice** (April is Poetry Month).
- Workshops on **professional development funding and conference opportunities**.
- Sessions on **accessibility training**, particularly making PDFs accessible.

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Flex days: <https://canadacollege.edu/professional-dev/flexday.php>

- Thursday, April 16th: Due March 13th, 2026
- August 2026: Due May 15th, 2026

Next meeting

- [March 10, 2026](#)
- [April 14, 2026](#)
- [May 12, 2026](#)