PROFESSIONAL DEVELOPMENT PLANNING COMMITTEE

MEETING MINUTES

DATE	TIME	LOCATION
November 10, 2026	**2:30–3:30 p.m.**	**Building 13, Room 337**

Committee meeting page: canadacollege.edu/professional-dev/meetings.php
Join Zoom Meeting: smccd.zoom.us/j/87819104631
Meeting ID: 878 1910 4631 **Passcode:** 112184

TRI-CHAIRS

ASLT Division Dean: Anniqua Rana
Faculty Representative: Nadia Biglari
Classified Representative: Jacque Gonzalez

Professional Development Plan 2024–27: View plan
Recording and Passcode: 0R++A1zy

1. Welcome and Check-In

The meeting opened with committee members sharing their perspectives on professional development and priorities for the upcoming semester.

Key themes included:

- Increasing classified professional development participation and addressing barriers related to workload and scheduling.
- Creating opportunities for employees to learn about one another's roles, departments, and services to improve collaboration and student referrals.
- Encouraging managers and colleagues to support participation in professional development.
- Strengthening cross-campus relationships and building a sense of community.

2. Professional Development Plan Assessment

Presenter: Karen Engel, Planning, Research, and Institutional Effectiveness (PRIE)

Karen reviewed the assessment process that informed the current Professional Development Plan, including surveys conducted in spring 2023.

Previous assessment findings

Three surveys were conducted to identify professional development needs. Two significant areas informed the current plan: equity-focused professional development and increased support for classified professionals.

The faculty survey assessed professional development needs in teaching and learning, equity, assessment, curriculum, distance education, technology, wellness, and other areas. It also examined satisfaction, awareness, relevance, participation barriers, and preferred delivery formats.

The classified survey had approximately a 34% response rate. Results indicated relatively low satisfaction with some professional development opportunities, including Flex Day, and highlighted the need for more relevant training, career advancement opportunities, and improved communication.

Discussion and recommendations

Committee members discussed how to assess progress made during the current planning cycle.

- Pre- and post-plan comparisons: Retain selected questions from the 2023 surveys to measure changes in awareness, satisfaction, relevance, and perceived impact.
- Classified participation: Assess whether employees recognize improvements in classified-focused programming and whether their needs are being met.
- Types of professional development: Explore which formats, topics, and opportunities employees find most beneficial, including campus-based and district-wide offerings.
- Measuring impact: Consider whether professional development has influenced instructional practices, workplace culture, collaboration, and institutional processes.
- Assessment methodology: Combine broader surveys with evaluations collected immediately following individual professional development activities rather than relying solely on participants' recollections.

Karen emphasized that accreditation requires institutions to provide and assess the effectiveness of professional development, but the college has flexibility in determining the length of its planning cycle.

The committee discussed potentially extending the current plan by one year to align the next planning process with the Educational Master Plan (EMP) update. No final decision was made.

Next steps: Committee members will review the previous surveys and provide feedback on questions to retain, revise, or add. Karen will share the original classified survey if it becomes available.

3. January 2027 Flex Day Planning

Presenter: Nadia Biglari, Flex Day Coordinator

Proposal submissions

- The deadline for January Flex Day proposals is November 15, 2026.
- Approximately eight proposals had been received at the time of the initial report, with additional proposals submitted or anticipated.
- A campus-wide reminder will be requested through Marketing.
- Committee members were encouraged to submit proposals and promote participation among their constituents.

Sessions submitted or under consideration include study abroad experiences in Peru, new faculty orientation, coordinator training, faculty evaluations, and OER/ZTC initiatives.

Schedule and logistics

The committee confirmed that January Flex Day will begin at 9:00 a.m. instead of 8:00 a.m. This adjustment responds to concerns about commuting, family responsibilities, and other barriers to participation.

Building 6, Room 103 remains the proposed location for the opening session, allowing participants to gather over breakfast and connect with colleagues.

Classified professional development

The committee acknowledged that January and August Flex Days occur while student-facing offices remain open, limiting classified participation.

- A possible session on accessing professional development funding has been discussed with the Business Office.
- April Flex Day, when the college is closed, offers a better opportunity for campus-wide classified participation.
- Members were encouraged to recommend additional classified-focused sessions.

Opening session: Student perspectives on AI

The committee discussed a potential student panel addressing artificial intelligence in the classroom.

Members expressed interest in hearing directly from students about their experiences with AI, ideally through a faculty-facilitated conversation.

The primary challenge is identifying faculty who have the capacity to organize and facilitate the panel. No facilitator was confirmed.

Next step: Continue exploring faculty interest and capacity. If the panel cannot be organized for January, consider it for a future Flex Day.

4. Additional January and April Flex Day Proposals

Leadership and professional growth panel

A panel featuring women of color from different disciplines was discussed. The session would explore professional growth, doctoral education, and navigating career advancement.

The proposed panel responds to questions raised in the campus climate survey about career pathways and professional advancement.

April Flex Day: Campus connections

Committee members supported developing an April opening activity centered on meaningful connections across employee groups.

Rather than relying on traditional presentations or trivia, the proposed activity would encourage employees to engage in intentional conversations, learn about one another's experiences, and strengthen relationships across campus.

Direction: Develop a community-building opening activity for April Flex Day.

Humanizing education and workplace experiences

Doniella Maher suggested exploring how faculty and staff humanize learning experiences, particularly in a period of increased AI use.

Potential topics include humanizing assignments, strengthening classroom community, and incorporating student experiences and stories.

A related January session, Harnessing Our Humanity: Connecting, Creating, and Learning Together, was also discussed. The proposed session would create an informal space for conversation, creativity, and reflection without relying on technology.

Doniella will continue exploring possibilities for an April session.

5. Potential Guest Speakers

The committee revisited speaker recommendations previously circulated for future professional development opportunities.

Potential speakers and topics included:

Speaker	Proposed focus
Dr. Pilar	Black-serving institutions and supporting Black student success
Dr. César Cruz	Intercultural understanding, equity, and BIPOC communities
Dr. María Luisa (surname unclear in transcript)	Supporting Latinx students and equity-focused educational practices
Dr. Jesse Betancourt	Birth order, workplace relationships, and interpersonal dynamics

Members expressed particular interest in Jesse Betancourt's work on workplace relationships and in speakers addressing equity and culturally responsive practices.

Sarah Harmon highlighted connections between equity-focused professional development and OER/ZTC work, emphasizing that educational equity extends beyond textbook cost savings.

The committee discussed the importance of considering speaker availability, travel costs, contracting requirements, and funding.

Next steps: Committee representatives will seek feedback from their constituents on preferred speakers. Further exploration of availability and funding will help determine which speakers may be invited for April or future events. No speaker was formally selected.

6. Planning for the Next Professional Development Plan

The committee briefly discussed the next planning cycle, recognizing that a more extensive conversation will be needed.

Potential priorities include:

- Continuing equity-focused professional development.
- Strengthening classified participation and career development opportunities.
- Addressing emerging professional development needs related to AI and accessibility.
- Improving cross-campus collaboration and communication.
- Using assessment results to identify meaningful changes in professional practice.

The committee will revisit these priorities at its December meeting, including whether to extend the current plan and align the next plan with the Educational Master Plan update.

7. Action Items

Action item	Responsible	Timeline
Review 2023 assessment questions and recommend revisions	PDPC members and faculty leads	Before December meeting
Share original classified survey, if available	Karen Engel	When available
Send campus-wide January Flex Day proposal reminder	Nadia Biglari / Marketing	Before Nov. 15
Submit and encourage January Flex Day proposals	All committee members	Nov. 15

Explore faculty leadership for student AI panel	Faculty leads / PDPC	As soon as feasible
Follow up on PD funding application workshop	PDPC leadership / Business Office	January or April Flex
Develop ideas for April community-building opening	PDPC members	Upcoming meetings
Explore humanizing education session	Doniella Maher and interested colleagues	April planning
Gather constituent feedback on guest speakers	Committee representatives	Before speaker selection
Revisit assessment and next PD Plan	PDPC / Karen Engel	December meeting

8. Closing and Next Meeting

The meeting concluded with appreciation for members' ideas and participation. Members were reminded to submit January Flex Day proposals, share opportunities with their constituents, and bring suggestions for future professional development priorities.

Next meeting: December 8, 2026

Anticipated focus: Reviewing professional development assessment recommendations and discussing the next iteration of the Professional Development Plan.

Draft minutes prepared from the November 10, 2026 meeting transcript.

ITEM	LEAD	TIME
Welcome, introductions, and review of agenda	Tri-Chairs	2:30
Assessment to inform Professional Development plan	Karen Engel	2:35
Jan Flex Day	Nadia	2:45
Preparing for the Next Professional Development Plan • Equity and Antiracism Planning Council and Equity PD Opportunities • Faculty Learning Program • Faculty Teaching & Learning Lounge • POCR, QOTL, ZTC, and OER	Anniqua	3:20

• Flex days		
Adjournment	Tri-Chairs	3:30

Next meeting: December 8, 2026 • 12:30–1:30 p.m. • Building 13, Room 337 / Zoom

Preparing for the Next Professional Development Plan

The **Professional Development Plan 2024–2027** was approved by the Planning and Budgeting Council (PBC) in Spring 2024. As we begin preparing for the next planning cycle, we will revisit the assessment that informed the current plan and reflect on the progress we have made.

The previous assessment identified two key areas for improvement: **strengthening equity-focused professional development and expanding opportunities for classified professionals.** Over the past three years, we have worked to address these priorities in several ways:

- **Classified professional development:** We have intentionally included classified-focused training during the October and April Flex Days, when the College is closed, to make participation more accessible to classified employees.
- **Student voices:** We have incorporated student perspectives into Flex Day opening sessions to ensure that student experiences help inform our professional development conversations.
- **Equity-focused training:** We offered a series of Puente-related professional development sessions and continue to integrate equity into our programming.
- **Collaboration with equity leaders:** We have partnered with the Faculty Equity Coordinator and the Director of Equity, whose guidance has helped shape professional development activities and conversations across the College.

In 2025-26, the following college team will be attending the Leading from the Middle Academy.

- Adriana Lugo, Librarian
- Alessandra Zanassi, Executive Assistant, Office of Instruction
- Anniqua Rana, Dean ASLT
- Candice Johnson, Program Services Coordinator, TRIO - Student Support Services
- Jacky Ip, Division Assistant, ASLT
- Michiko Kealoha, Director of Equity
- Ritu Malhotra, Professor, Medical Assisting
- Sumathi Shankar, Professor Mathematics
- The primary goal of the Cañada College team in participating in the 2025-26 LFM Academy is to design and implement a professional development framework that ensures all employees—from faculty to staff and administrators—are trained in both the skills required to perform their jobs and the principles of equity and anti-racism. This includes creating job-specific modules covering operational tasks, college processes, and the application of equitable practices in day-to-day interactions with students and colleagues. By focusing on this dual approach to job training and equity, the college aims to ensure consistent, high-quality support for all students.

Next Steps for Committee Members

As we prepare to develop the next Professional Development Plan, we ask committee members to:

1. **Share this information with their constituents** and encourage conversations about the impact of the current plan.
2. **Reflect on our progress**, particularly in the areas of equity and classified professional development.
3. **Encourage participation in the upcoming assessment** and gather feedback about what has worked well, what has been less effective, and where additional support is needed.
4. **Help shape the next plan** by bringing constituent perspectives, emerging needs, and recommendations back to the committee.

Our goal is to use the new assessment not only to identify gaps but also to evaluate the impact of the work we have undertaken over the past three years. This will help us build on successful practices, make necessary adjustments, and ensure that our next Professional Development Plan continues to respond to the needs of our faculty, classified professionals, and students.