PROFESSIONAL DEVELOPMENT PLANNING COMMITTEE

MEETING AGENDA

DATE	TIME	LOCATION
September 8, 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

AGENDA

Professional Development Planning Committee bylaws 2025-27

Professional Development Plan 2024-27

Professional Development Highlights 2024-2025

Welcome, Introductions, and Review of Agenda

Lead: Tri-Chairs

- The meeting opened with a welcome to members and recognition that this was the first Professional Development Planning Committee (PDPC) meeting of the academic year.
- Members introduced themselves, described the constituency or area they represent, and shared what they hoped to contribute to the committee this year.
- The Tri-Chairs emphasized that committee members are not expected to carry the work of professional development individually. Their primary role is to:
    - provide guidance and perspective;
    - represent the needs of their constituent groups;
    - communicate information from PDPC back to those groups; and
    - bring constituent feedback and professional development needs back to the committee.
- The committee was reminded that professional development extends beyond Flex Days. PDPC should consider the full range of professional learning available throughout the year, including faculty teaching and learning activities, new faculty orientation, technology training, Distance Education/OER/ZTC professional development, equity programming, and other campus and district opportunities.
- Members shared several perspectives on their roles:
    - **Michiko Kealoha** discussed the commitment to providing equity-related learning opportunities at every Flex Day and continuing to develop programming that can serve faculty, classified professionals, administrators, and the campus community together.
    - **Chantal Sosa** identified the contract perspective as an area she can bring to the committee.

- **Sarah Harmon** noted the significant professional development associated with OER/ZTC, Distance Education, and instructional materials.
- **Lindsey Irizarry** highlighted ongoing technology professional development for faculty and staff.
- **Doniella and Ellen** were identified with faculty teaching and learning work, including new faculty orientation and professional development between Flex Days.
- **Ameer Thompson** represents an administrative perspective; the discussion noted that administrators also require continuing professional development related to areas such as contracts, equity, technology, and leadership.
- **Rosie Morrison** identified her role in representing classified employees and communicating information between PDPC and classified constituencies.
- **Jackie Gonzalez**, serving as a new Classified Tri-Chair, identified increasing classified participation and amplifying classified voices as priorities. She particularly wants to increase classified engagement in the October and April Flex Days and strengthen connections across campus.
- **Nadia Biglari**, the new Flex Day Coordinator and PDPC Tri-Chair, shared her interest in learning from the committee while helping create professional development that increases access and equity.
- **Kiran Malavade** identified moving forward with ideas from the professional development retreat, including communities of practice, as one of her priorities.

Orientation to Committee: Professional Development Planning Committee Bylaws 2025–27

Lead: Tri-Chairs

- The committee reviewed its purpose and responsibilities under the current bylaws.
- PDPC reports to the Planning and Budgeting Council (PBC).
- A central responsibility of the committee is developing and supporting the college's professional development plan.
- The plan should both:
    - recognize and coordinate professional development already occurring across campus; and
    - encourage innovation and new opportunities that help employees perform their work effectively and remain focused on student needs.
- Professional development was discussed broadly. It includes job-related skills, but also:
    - communication;
    - technology;
    - adapting to changing roles and responsibilities;
    - equity;
    - community building;
    - collaboration; and
    - opportunities to innovate and experiment.
- The committee also has responsibility for helping promote, assess, and evaluate professional development opportunities.
- **Communication continues to be an important area for improvement.** A significant gap identified during implementation of the current PD Plan has been ensuring that employees know what professional development opportunities are available and when they should participate.
- The committee noted that there is now more structure for onboarding and supporting new employees than there was three years ago, although additional work remains.
- **Assessment also remains challenging.** The committee discussed the importance of looking beyond attendance counts. Effective assessment should consider whether professional development helps employees improve their work, innovate, collaborate, and feel supported in trying new approaches.
- The bylaws also call for a regular annual review of professional development activities.
- Members were reminded of expectations concerning terms of service, attendance, and communicating when they are unable to attend meetings.

Membership

Lead: Committee

The committee reviewed the membership identified in the current bylaws and discussed whether the composition still reflects the needs of the college.

OER/ZTC/Distance Education Representation

- A question arose regarding the faculty position associated with POCR/QOTL/OER-ZTC work.
- The college currently has an OER/ZTC Program Manager rather than an OER/ZTC Faculty Coordinator, creating a need to clarify who should occupy the faculty-designated membership position.
- Allison Hughes and Nada were discussed as possible representatives.
- Allison suggested that she could serve as the designated representative, with Nada participating when appropriate or substituting when Allison cannot attend.
- The committee was comfortable with this arrangement, noting that the bylaws do not appear to prohibit it.
- The larger principle remains that the position should maintain the intended faculty representation and preserve an appropriate balance among constituency groups.

Director of Equity

- Kiran raised the question of why the **Director of Equity** is not formally included in the membership.
- She noted that while the Faculty Equity Coordinator brings an important faculty perspective, the Director of Equity works across employee groups and the broader campus and therefore brings a distinct institutional equity perspective.
- There was general support for considering the Director of Equity as a formal member.
- Anniqua indicated that the Tri-Chairs would review the appropriate process for revising the bylaws and bringing a recommendation forward.
- Members also noted that adding the Director of Equity could help strengthen the balance among faculty, classified, and administrative perspectives.

Student Services Representation

- The discussion broadened to whether **Student Services should have a specifically designated membership position**.
- Members noted that Student Services employees bring a perspective that may not be fully represented in the current committee structure.
- Lorraine Ramirez was mentioned as someone whose work with student leadership and student professional development could help connect PDPC with student-focused training already taking place.
- Rather than identifying membership around one individual, members suggested considering a permanent **Student Services representative** in the next bylaws revision.

Student Voice

- Members emphasized the importance of maintaining student representation.
- Bianca was identified as the current student representative and was expected to join the meeting later.
- The committee discussed the value of hearing directly from students when determining professional development priorities and understanding how employee learning ultimately affects the student experience.

Future Bylaws Review

- The membership discussion will continue as PDPC prepares for the next iteration of the Professional Development Plan.
- Items to consider include:

- formal Director of Equity representation;
- designated Student Services representation;
- maintaining meaningful student representation;
- clarifying the OER/ZTC/DE faculty position; and
- maintaining an appropriate balance among faculty, classified professionals, and administrators.

Flex Day and Professional Development Planning

Lead: Nadia Biglari

Review of August Flex Day

- Nadia reviewed feedback from the August Flex Day.
- Only three online feedback responses were received, so the committee recognized that the available survey data were limited.
- One particularly positive response highlighted the **Cañada Quiz Bowl**. The participant reported learning more about campus communities and services, with the quiz itself identified as a favorite component. The committee noted this as an example of how interactive activities can help participants learn about the college while building community.
- Another recurring concern was the size of the space used for the opening session. The room was described as intimate but too small.
- Based on this feedback, the plan is to use **Building 6, Room 103** for the October gathering to provide more appropriate capacity.
- The committee emphasized using feedback constructively and incorporating lessons learned from each Flex Day into future planning.

October Flex Day Planning

- October Flex planning is already underway, with **Building 6, Room 103** identified as a central location.
- The call for session proposals was distributed around August 31/September 1.
- The preferred deadline for proposals is **September 15** so that the schedule can be developed in a timely manner.
- At the time of the meeting, approximately **six proposals** had already been received.
- Proposals or anticipated proposals included:
  - Susan Mahoney sharing her study-abroad experience in Peru;
  - Ray presenting work connected with learning hubs discussed during the retreat;
  - programming from the Office of Equity;
  - a technology-related proposal from Lindsey;
  - an additional proposal connected with Chialin;
  - possible CalSTRS/CalPERS participation related to retirement information.
- Because **October and April are particularly important Flex Days for classified employees**, the committee wants to ensure that programming intentionally includes classified interests and needs.
- The committee discussed the value of CalSTRS/CalPERS or retirement-related sessions as practical professional development likely to attract classified participation.
- New Faculty programming was also discussed. The committee clarified that the next formal new-faculty component would normally occur at the beginning of a semester rather than necessarily during October Flex.

Community Building and Wellness

- The committee emphasized that professional development does not always need to be narrowly skill-based. Community building and employee well-being can themselves support stronger collaboration and more effective work.
- Jackie shared feedback from classified colleagues requesting more opportunities to **de-stress, create something with their hands, and spend informal time together**.

- Possible activities could include arts, crafts, knitting, or other hands-on sessions that provide space for conversation while building morale.
- Jackie noted that employees often work separately in their offices and do not have many opportunities simply to connect with one another. Creating intentional spaces for informal interaction could strengthen relationships and collaboration across the college.
- A possible community-building activity proposed by Jessica Marshall involves a short hike at Edgewood followed by discussion of local sustainability and growth. This could provide an accessible entry point for employees who may not normally participate in Flex activities.

Classified Professional Development

- Classified professional development remains a priority.
- October and April are particularly important because offices are closed to students, creating greater opportunity for classified professionals to participate.
- At the same time, the committee emphasized that classified professional learning should not be limited to Flex Days.
- Professional development should also include opportunities throughout the year to learn new skills, understand changing responsibilities, build relationships, and strengthen campus community.
- Jackie will continue reaching out to classified colleagues to gather ideas about the kinds of professional development they would find useful.

Longer-Term Flex Planning

- The committee wants to move toward a more predictable **annual Flex planning cycle**, rather than planning each Flex Day independently.
- The goal is to establish enough structure for the full academic year that the committee has time and space to develop innovative programming rather than repeatedly beginning the planning process from scratch.
- Planning should therefore look beyond October and begin considering **January and April**, particularly opportunities that require more advance coordination.
- Anniqua will follow up with the Business Office and committee members regarding possible future programming and ways to build a more predictable annual structure.

Professional Development Plan 2024–27

Lead: Anniqua

- The committee briefly framed the current **Professional Development Plan 2024–27** as entering its third and final year.
- This year should serve both as an implementation year and as a transition toward development of the **next three-year Professional Development Plan**.
- The committee needs to review:
    - what has been accomplished under the current plan;
    - which goals remain in progress;
    - what has worked particularly well;
    - where gaps remain;
    - survey and evaluation information gathered during the three-year cycle; and
    - emerging professional development priorities that should inform the next plan.
- Two areas identified as continuing priorities are:
    - **Communication:** making professional development opportunities easier to find and ensuring employees understand what is available to them; and
    - **Assessment:** developing more meaningful ways to evaluate the impact of professional learning beyond participation numbers.

- The committee also recognized that the current professional development landscape is broader and more structured than it was at the beginning of the plan. The next plan should account for the range of learning opportunities now taking place across faculty, classified, and administrative groups.
- The **2025–26 Progress Report** will be used to review implementation of the current plan and identify areas that should carry forward.
- The **Flex Annual Planning Guide** will support development of a more predictable annual rhythm for the four Flex Days and help the committee intentionally distribute priorities across the year.
- Because of the extensive discussion of Flex planning and committee membership, the full Professional Development Plan progress presentation was **tabled until the October meeting**.

Key Follow-Up / Action Items

- Tri-Chairs to review possible revisions to the PDPC bylaws and membership structure.
- Consider formally adding the **Director of Equity** to PDPC membership.
- Consider adding a designated **Student Services representative** in the next membership structure.
- Clarify the faculty representative for the combined OER/ZTC/DE-related membership position; Allison will confirm the proposed arrangement with Nada.
- Continue ensuring meaningful **student representation and student voice** in PDPC.
- Nadia to continue developing the October Flex schedule following the September 15 proposal deadline.
- Continue outreach for October programming, including classified-focused opportunities.
- Explore hands-on, wellness, community-building, and de-stress activities for October and/or future Flex Days.
- Continue planning not only for October but also January and April so that the committee develops a more predictable annual Flex structure.
- Jackie to gather additional professional development ideas and needs from classified colleagues.
- Tri-Chairs/committee members to continue considering how professional development opportunities are communicated across campus.
- Continue refining approaches for assessing the **impact** of professional development rather than relying primarily on attendance.
- Bring the **Professional Development Plan 2024–27 progress review** back to the October meeting and begin laying groundwork for development of the next three-year plan.

Adjournment

Lead: Tri-Chairs

- The committee closed by reflecting on priorities emerging from the discussion, particularly:
    - stronger classified participation;
    - community-building opportunities;
    - thoughtful annual Flex planning;
    - broader and more representative PDPC membership; and
    - preparation for the next Professional Development Plan.
- The Professional Development Plan progress discussion was formally carried forward to October because the meeting had reached its scheduled end time.
- Members were encouraged to continue gathering ideas and feedback from their constituencies between meetings.

Next Meeting:

October 13, 2026 • 2:30–3:30 p.m. • Building 13, Room 337 / Zoom